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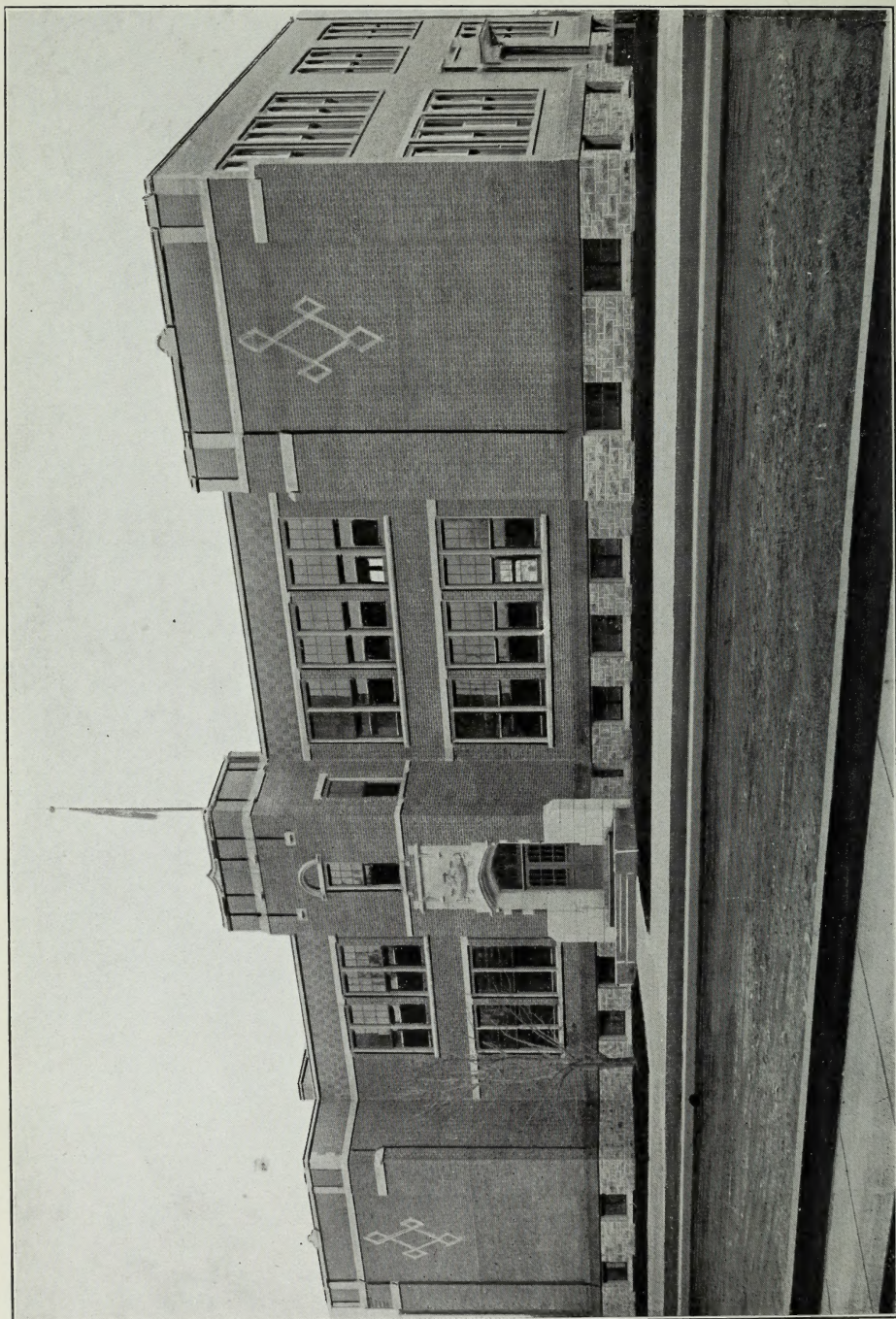








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Burlington Continuation and Public School—Erected 1912



Vol. 1  
(Ont.)  
E

Ontario Education, Sept. 17

# REPORT

OF THE

# Minister of Education

## Province of Ontario

FOR THE YEAR

1912

7

PRINTED BY ORDER OF  
THE LEGISLATIVE ASSEMBLY OF ONTARIO



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1913





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# REPORT

## OF THE

# MINISTER OF EDUCATION

## FOR THE YEAR 1912

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*To the Honourable SIR JOHN M. GIBSON, K.C.M.G., LL.D., K.C.,  
Lieutenant-Governor of the Province of Ontario.*

MAY IT PLEASE YOUR HONOUR:

I beg to present to Your Honour the Report of the Department of Education for the year 1912. It is gratifying to be able to report that the schools of the Province have made steady and satisfactory progress since last year, and that practical proofs of a deep interest in education have been shown in all parts of Ontario, whereas increase of population entails fresh expenditures for additional teachers, for the establishment of new schools, and for the erection of new buildings.

### **Progress in Elementary Schools**

The total expenditure upon the elementary schools, Public and Separate, in 1911 (the year for which the latest statistics are available) was \$9,904,284, an increase of about \$813,000 over the previous year. The legislative grants to elementary schools, both urban and rural, increased by more than \$86,000, the grants amounting to \$892,377 in 1911, as compared with \$805,635 in 1910. The total number of pupils enrolled is 459,948. This is an increase of 6,720 over the preceding year. The average attendance has also increased by 6,357. The attendance in rural schools continues to show a slight decrease while that in urban schools increases. In 1911, for the first time, there was a larger enrolment of pupils in urban schools, namely, 50.29 per cent. of the whole.

### **Salaries Paid to Teachers**

The position of the teacher in elementary schools shows distinct improvement both in respect to the grade of certificate held and the salary paid. In general it may be said that the situation tends toward a satisfactory solution, and the supply of certificated teachers for the schools is approaching normal conditions. In 1911 the average salary paid in all the elementary schools to male teachers was \$767; to female teachers, \$518. These salaries showed increases of \$56 and \$35 respectively over 1910. The progress made in this respect during the past six years is remarkable, the average increase for male teachers being \$253, and for female teachers \$170. While the increase is not so large in the schools of the Northern districts as in the older counties, there are substantial increases recorded throughout the Province. Some counties exhibit greater enterprise than others, and it is deserving of note that in the County of Wentworth the average salary for male teachers is the highest in the Province, namely \$618, while Oxford with \$606, York with \$604,

Waterloo with \$600, and Kent with \$594, are not far behind. The average salary in the urban schools for male teachers is \$1,153, while that in the rural schools is \$536, which accounts, not unnaturally, for the difficulty experienced in staffing the rural schools. The generous grants given by the Legislature have been a vital factor in the steady rise in the salary scale, and if school boards generally will follow the policy pursued by some of them in advancing salaries, in a proportion commensurate to the rewards paid to persons in other avocations, an adequate supply of teachers will be found available. I cannot too strongly urge upon the trustees the wisdom of maintaining salaries at the highest point. The continued prosperity of the country, especially in Ontario, is proving a powerful influence in withdrawing some of the best teaching material into more lucrative pursuits and the present is a critical time in determining the decision of young men and young women in their selection of an occupation.

### **The Supply of Teachers**

The attendance in the professional schools continues large, an evidence that the teaching profession has not lost its attraction. There are at present in the seven Normal Schools 969 teachers in training. In 1912 the number of certificates issued to Normal School graduates was 1076, and the number issued to graduates of the Model Schools was 442. The total number of Second and Third Class certificates issued in 1912 was 1,518. It is apparent, therefore, that without taking into consideration the holders of First Class certificates or those who secure certificates good in the districts after attendance at summer sessions, the supply of teachers must soon be quite adequate, even when allowance is made for the usual withdrawals from the teaching profession on various grounds, for the removals to other Provinces, and for the increasing attractions held out by commercial and other pursuits. But this condition of affairs, reassuring as it is to those who feared that a steady diminution of the supply was inevitable, does not remove the difficulty of securing certificated teachers in certain remote schools or of inducing teachers to accept positions in any schools where the salary is inadequate. In some remote settlements where male teachers are essential, it may be necessary to devise special inducements which will ensure the needed supply, but in the great majority of cases where temporary certificates are demanded the remedy lies in the hands of the trustee boards. Another point of much importance in the present situation is the improvement in the professional standing of teachers in elementary schools. During 1911 the increase of First Class certificates was 28; of Second Class certificates, 565. The total number of Normal trained teachers at work in the schools in 1911 was 6,384 as compared with 5,743 during the previous year. It will be seen, therefore, that the replacing of the lower grade of certificates by the higher is a well-defined movement of recent years and justifies the establishment of the four additional Normal Schools. A complete survey of the situation since 1867, in respect of the grade of the certificates, will be found in the statistical tables.

### **Continuation Schools**

The Continuation Schools now number 129, with an average daily attendance of 3,487. These schools make secondary education possible to many pupils in rural districts inconveniently distant as regards High Schools, and it is noteworthy that they are attended by 1,955 pupils coming from school sections other than those in which the schools are situated. The Legislative grants amounted to \$59,875 and the total expenditures to \$252,080.



The percentages of pupils who left during or at the end of the year to enter the various callings of life were as follows: Commerce, 14.44; Agriculture, 13.72; Law, Medicine or the Church, 3.29; Teaching, 21.43; the Trades, 6.72; others, 40.36 per cent.

The pupils in attendance came from the following classes in the proportions specified:

Commercial .....	14.09	per cent.
Agriculture .....	44.58	" "
Law, Medicine or the Church .....	4.79	" "
Teaching .....	.90	" "
The Trades .....	12.65	" "
Other Classes .....	22.95	" "

That Continuation Schools are appreciated by the farming communities is shown by the fact that nearly 45 per cent. of the pupils in attendance are the children of agriculturists. The other pupils, whose parents are engaged in the trades and other occupations, come mainly from the towns and villages, incorporated and unincorporated, where the schools are situated, and many of these parents could not afford to send their sons and daughters to the distant High Schools. In the case of the High Schools and Collegiate Institutes only 28 per cent. of those in attendance come from the farms.

### High Schools

There are 148 High Schools and Collegiate Institutes in the Province with an enrolment of 32,227 pupils. The total expenditures in 1911 amounted to \$1,948,058, an increase of \$311,892. In the reports of the inspectors will be found conclusive proofs of the liberality of many localities toward their high schools and a readiness to make the improvements needed to bring their schools up to the standard of present day requirements. That thorough and systematic inspection is a factor in stimulating not merely the work of the classes but the interest taken by the trustees in the progress of the school is manifest to all who have at heart the efficiency of secondary education. Inspector Wetherell makes a valuable comparison between the conditions prevailing forty years ago and those of to-day, founded upon the reports of the inspector during that period and from the citations made we gain an insight into the advances which have taken place. It may be noted that 64 High Schools are now free to resident pupils.

### Agricultural Training

The extension of agricultural training in connection with High Schools and elementary schools continues to make progress. The number of agricultural departments connected with Continuation and High Schools and Collegiate Institutes is 27. The schools thus provided are situated at Paris, Walkerton, Carp, Orangeville, Morrisburg, Dutton, Essex, Sydenham, Fort William, Markdale, Stirling, Petrolea, Perth, Napanee, Athens, Simcoe, Port Hope, Whitby, Norwood, Picton, Sault Ste. Marie, Collingwood, New Liskeard, Lindsay, Galt, Welland, and Newmarket. The teachers entrusted with this important branch of instruction, being also county representatives of the Department of Agriculture, with many duties associated with field work to be performed, are not able to devote as much

time to the school programme as a regular member of the school staff could. In order, therefore, to encourage a supply of teachers who shall be competent to teach both the science and agricultural courses in the High Schools, the new degree of Bachelor of Science in Agriculture has been established at the Universities of Toronto, Queen's and McMaster, the first two years being taken at the Universities and the last two at the Agricultural College. The course arranged for this degree will provide the teachers required for the schools, and to encourage candidates to pursue the course the Government proposes to offer a scholarship of \$100.00 at the end of each of the two years to be taken at Guelph to every candidate who passes the final examination of the year and is recommended therefor by the President of the College.

The director of elementary agricultural education presides over the work of encouraging such training in the elementary schools, and is able to report favourably upon the progress made in 1912. The Normal School classes, consisting of Grade A teachers, who take a special course lasting nine and a half weeks at Guelph, are continued and the number in attendance in 1912 was 45. The summer school was well attended. The grants given to school gardens are stimulating the establishment of gardens connected with rural schools and all the gardens are being conducted under teachers trained at the Agricultural College. Many schools, not drawing grants, receive seeds, shrubs and other material from Guelph, and are thus arousing an interest in agriculture and horticulture among the pupils. The complete programme of work now being carried out is the beginning, but a good beginning, of a provincial system for promoting agricultural training in all our rural schools.

### **Schools for the Blind and the Deaf**

The reports of the officers in charge of the institutions, at Brantford and Belleville respectively, for blind children and deaf children, show that the pupils are making good progress. As these institutions are wholly educational in character and are designed to train children who are not defective mentally, it is intended to recommend that they be designated in future as schools and that the statute be modified to that effect. Principal Gardiner, of Brantford, reports the attendance of 124 pupils who have made satisfactory advances in the various subjects. The literary courses have been inspected as usual by Mr. E. E. C. Kilmer, B.A., Public School Inspector, and the musical instruction by Dr. Albert Ham, F.R.C.O. The manual and industrial training includes bead work, sewing and darning, knitting and crocheting, willow work, hammock netting and the various branches of the Sloyd system. Principal Coughlin, of Belleville, reports favourably in respect to both the physical health of the pupils and their educational advancement. The public school courses are followed, as far as practicable, in each institution, and at Belleville, the literary examiner, who is the local Public School Inspector, believes that the attainment of the standard of High School Entrance may soon be realized. New dormitories for the pupils are in course of erection both at Belleville and Brantford and the physical welfare of the children is carefully supervised.



### Public Library Work

The work of the Public Libraries branch continues to be carried on under most encouraging conditions. There is an awakened interest in library matters throughout the Province, and I acknowledge the valuable efforts of the Ontario Library Association in this connection. The annual meeting of the American Library Association was held in Canada in 1912, and the Department was glad to make such arrangements as would provide for the attendance of as many Ontario librarians and library workers as possible at the convention. The tributes paid by the visitors to the condition of the work in this Province are satisfactory evidences that impartial observers find Ontario's systematic efforts and state aid producing good results. The circulation of Travelling Libraries was somewhat interrupted by the removal of the departmental offices from St. James Square to the Parliament Buildings, but there were during the year 167 of these libraries in circulation. The summer school for the training of library workers, the second of the kind in Ontario, was held in May and June, under the charge of the Inspector of Public Libraries, Mr. W. R. Nursey, and was well attended.

### Educational Publications

The publication of bulletins, dealing with subjects of educational importance has been begun. Two of these have already been issued, namely, one containing a critical survey of the Montessori system of child-training, written by Dr. S. A. Morgan, of Hamilton, the other an elaborate and valuable report upon the extension of industrial, technical and art training in the Province, prepared under the supervision of the Superintendent of Education, while other bulletins are to appear from time to time. By means of these bulletins it is believed that stimulus will be given to various branches of school work, and information of value disseminated to the advantage of teachers and of the general public. Two bulletins have also been issued in the agricultural education series and more are to follow. During the year teachers' manuals upon arithmetic, grammar, and history have been added to the list of those already in use and a manual to aid teachers in the instruction of French-speaking children in the English language has been placed in the English-French Schools. To the authorized list of text-books has been added the Ontario High School English Composition, and it was published at a low price under the system of open competition. A supplementary reader in geography, to be supplied to pupils, under the Regulations, through the school libraries, was published in 1912.

Respectfully submitted,

R. A. PYNE,

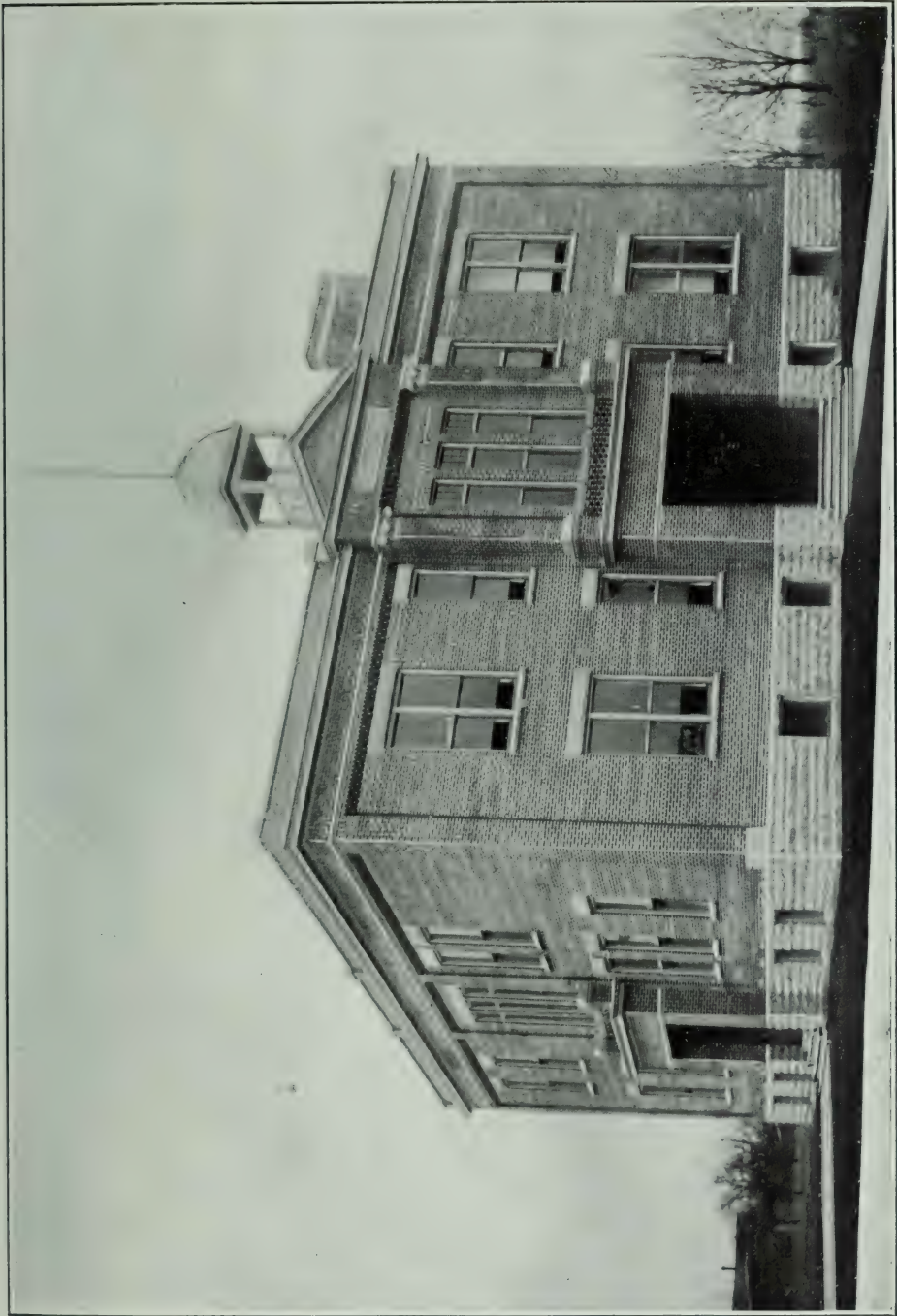
*Minister of Education.*

*Toronto, February, 1912.*



Hanover Continuation and Public School, erected 1912





Wallaceburg Continuation School, erected 1912



Figure Drawing, Third Class, Ottawa Normal Model School



Pottery Study in Coloured Chalk, Ottawa Normal School





## SUMMARY OF STATISTICS

## I. ELEMENTARY SCHOOLS

## a. Public Schools

Number of Public Schools in 1911.....	5,921
Number of enrolled pupils of all ages in the Public Schools during the year (exclusive of Continuation, Kindergarten and Night School pupils) .....	400,552
Increase for the year .....	4,521
Average daily attendance of pupils .....	244,674
Increase for the year .....	5,207
Percentage of average attendance to total attendance .....	61.08
Increase for the year .....	.63
Number of persons employed as teachers (exclusive of Continuation, Kindergarten and Night School teachers) in the Public Schools: men, 1,409; women, 7,940; total..	9,349
Increase for the year .....	195
Number of teachers who attended Normal School .....	6,007
Increase for the year .....	586
Number of teachers who attended Normal College or Faculty of Education .....	528
Number of Teachers with a University degree .....	87
Average annual salary for male teachers .....	\$767
Increase for the year .....	\$56
Average annual salary for female teachers .....	\$518
Increase for the year .....	\$35
Average experience of male teachers .....	11.90 years
Average experience of female teachers .....	7.28 years
Amount expended for Public School houses (sites and buildings) . . . . .	\$1,995,856
Amount expended for teachers' salaries .....	\$5,196,563
Amount expended for all other purposes .....	\$1,813,975
Total amount expended on Public Schools .....	\$9,006,394
Cost per pupil (enrolled attendance) .....	\$22.48
Increase for the year .....	\$1.98

**b. Roman Catholic Separate Schools**

Number of Roman Catholic Separate Schools in 1911 .....		495
Increase for the year .....	11	
Number of enrolled pupils of all ages .....		59,396
Increase for the year .....	2,133	
Average daily attendance of pupils .....		37,310
Increase for the year .....	929	
Percentage of average attendance to total attendance .....		62.81
Decrease for the year .....	.72	
Number of teachers .....		1,193
Increase for the year .....	44	
Amount expended for School houses (sites and buildings) ..		\$168,603
Amount expended for teachers' salaries .....		\$413,650
Amount expended for all other purposes .....		\$315,637
Total amount expended on R. C. Separate Schools .....		\$897,890
Decrease for the year .....	\$206,590	
Cost per pupil (enrolled attendance) .....		\$15.11
Decrease for the year .....	\$4.17	

**c. Protestant Separate Schools**

Number of Protestant Separate Schools (included with Public Schools, a) in 1911 .....		6
Number of enrolled pupils .....		424
Increase for the year .....	5	
Average daily attendance of pupils .....		260
Increase for the year .....	11	

**d. Kindergartens**

Number of Kindergartens in 1911 .....		194
Increase for the year .....	24	
Number of pupils enrolled .....		20,677
Increase for the year .....	1,734	
Average daily attendance of pupils .....		7,591
Increase for the year .....	745	
Number of teachers engaged .....		358
Increase for the year .....	24	

**e. Night Public Schools**

Number of Night Schools in 1911-1912 .....		21
Decrease for the year .....	2	
Number of pupils enrolled .....		1,573
Decrease for the year .....	72	
Average daily attendance of pupils .....		351
Increase for the year .....	7	
Number of teachers engaged .....		40
Decrease for the year .....	6	



## II. SECONDARY SCHOOLS

### a. High Schools and Collegiate Institutes

Number of High Schools (including 43 Collegiate Institutes) in 1911 .....		148
Increase for the year .....	2	
Number of pupils enrolled in High Schools .....		32,227
Decrease for the year .....	385	
Average daily attendance of pupils .....		20,177
Decrease for the year .....	212	
*Number of teachers in High Schools .....		898
Increase for the year .....	45	
*Average annual salary, Principals .....		\$1,670
Increase for the year .....	\$88	
*Average annual salary, Assistants .....		\$1,241
Increase for the year .....	\$47	
*Average annual salary, all teachers .....		\$1,312
Increase for the year .....	\$53	
*Highest salary paid .....		\$5,000
Increase for the year .....		\$1,500
Amount expended for teachers' salaries .....		\$1,141,124
Amount expended for school houses (sites and buildings)...		\$470,757
Amount expended for all other purposes .....		\$336,177
Total amount expended on High Schools .....		\$1,948,058
Increase for the year .....	\$311,892	
Cost per pupil (enrolled attendance) .....		\$60.44
Increase for the year .....	\$10.27	

### b. Continuation Schools

Number of Continuation Schools, 1911 .....		129
Number of pupils in attendance .....		5,753
Average daily attendance of pupils .....		3,487
*Number of teachers .....		218
Increase for the year .....	3	
*Average annual salary, Principals .....		\$1,000
Increase for the year .....	\$108	
*Average annual salary, Assistants .....		\$702
Increase for the year .....	\$65	
*Highest salary paid .....		\$1,600
Increase for the year .....	\$100	
Amount expended on teachers' salaries .....		\$177,057
Amount expended for school houses .....		\$40,907
Amount expended for all other purposes .....		\$34,116
Total amount expended on Continuation Schools .....		\$252,080
Cost per pupil (enrolled attendance) .....		\$43.82

\*These statistics are based on Returns to the Department, dated January, 1912.

## c. Night High Schools

Number of Night High Schools in 1911-1912 .....	2
Number of pupils enrolled .....	77
Average daily attendance of pupils .....	34
Number of teachers engaged .....	7

## III. GENERAL

## Elementary and Secondary Schools

Total population of the Province, 1911 .....	2,523,358
Pupils enrolled in elementary and secondary schools, 1911..	520,255
Increase for the year .....	7,910
Average daily attendance .....	313,624
Increase for the year .....	6,687
Percentage of total population enrolled .....	20.61
Average cost per head of total population in 1911 .....	\$4.79

## Average Cost per Pupil (enrolled attendance) in all Schools

	1902	1907	1910	1911
Sites and buildings .....	\$0 97	\$2 86	\$4 76	\$5 14
Teachers' salaries .....	7 63	10 44	12 40	13 32
All other expenses.....	2 80	4 40	4 27	4 80
For all purposes .....	\$11 40	\$17 70	\$21 43	\$23 26

## Average Cost per Pupil (average attendance) in all Schools

	1902	1907	1910	1911
Sites and buildings .....	\$1 70	\$4 86	\$7 94	\$8 53
Teachers' salaries .....	13 34	17 78	20 70	22 09
All other expenses.....	4 89	7 50	7 13	7 97
For all purposes .....	\$19 93	\$30 14	\$35 77	\$38 59

COMPARATIVE SCHOOL STATISTICS, 1867=1911

I. PUBLIC AND SEPARATE SCHOOLS

These tables, 1, 2, 3, 4, and 5, for the purpose of comparison with previous years in which the Separate Schools were included with Public Schools, include Roman Catholic and Protestant Separate Schools. In Appendix A, the tables A, B, C, D, and E give the statistics of the Public Schools including Protestant Separate Schools; the statistics of the R. C. Separate Schools are given in Tables F and G; those of the Protestant Separate Schools appear in Table N; the Kindergarten, in Table O; and the Night Schools, in Table P.

1. School Population—Attendance

The School population of the Province (as ascertained by the assessors), and the School attendance, are given in the following table:

Year	School age	School population	Pupils enrolled under 5 years of age	Pupils enrolled 5 to 21	Pupils enrolled over 21	Total number of enrolled pupils	Boys	Girls	Average daily attendance	Percentage of average attendance to total number attending school
1867 ..	5—16	447,726	.....	a380,511	b21,132	401,643	213,019	188,624	163,974	40.82
1872 ..	5—16	495,756	.....	a433,664	b20,998	454,662	238,848	215,814	188,701	41.50
1877 ..	5—16	494,804	1,430	488,553	877	490,860	261,070	229,790	217,184	44.25
1882 ..	5—16	483,817	1,352	469,751	409	471,512	246,966	224,546	214,176	45.42
1887 ..	5—21	611,212	1,569	491,242	401	493,212	259,083	234,129	245,152	49.71
1892 ..	5—21	595,238	1,636	483,643	391	485,670	253,091	232,579	253,830	52.26
1897 ..	5—21	590,055	1,385	481,120	272	482,777	251,677	231,100	273,544	56.66
1902 ..	5—21	584,512	1,001	452,977	110	454,088	232,880	221,208	261,480	57.58
1907 ..	5—21	590,285	691	447,452	75	448,218	229,794	218,424	266,503	59.45
1910 ..	5—21	599,541	595	458,474	76	459,145	235,131	224,014	279,358	60.84
1911 ..	5—21	604,555	665	459,247	c36	c459,948	c236,147	c223,801	c281,984	61.30

a 5—16.

b Other ages than 5 to 16.

c Continuation School attendance excluded. The increases for the year 1911 in enrolled and average attendances were 6,720 and 6,357 respectively.

Note.—Kindergarten and Night School pupils are not included in above table.

The percentage of average to total attendance increased by .46 per cent.

The following table compares the attendance and gives the percentages from rural and from urban municipalities for several years:

Year	Attendance in Rural Schools	Attendance in Urban Schools
1903 .....	260,617 or 57.88% of total	189,661 or 42.12% of total
1907 .....	242,247 or 54.05% of total	205,971 or 45.95% of total
1910 .....	233,092 or 50.76% of total	226,053 or 49.23% of total
1911 .....	228,617 or 49.70% of total	231,331 or 50.29% of total



## 2. Classification of Pupils

Year	1st Reader, Part I, or Primer	1st Reader, Part II, or 1st Book	2nd Book	3rd Book	4th Book	5th Book, or beyond 4th Book	Drawing (Art)
1867.....	.....	*79,365	98,184	83,211	68,896	71,987	5,450
1872.....	.....	*160,828	100,245	96,481	67,440	29,668	57,582
1877.....	.....	*153,630	108,678	135,824	72,871	19,857	153,036
1882.....	.....	*165,834	106,229	117,352	71,740	10,357	176,432
1887.....	115,657	76,704	100,533	108,096	81,984	10,238	375,097
1892.....	114,932	73,015	96,074	99,345	88,934	13,370	435,239
1897.....	110,567	70,808	91,330	99,682	89,314	21,076	448,444
1902.....	107,441	69,062	85,732	90,630	83,738	17,485	434,030
1907.....	112,552	60,194	84,622	89,371	85,752	15,727	394,735
1910.....	120,010	62,742	86,937	88,387	87,023	14,046	422,479
1911.....	122,258	65,962	89,630	88,886	85,940	+7,272	431,927

Year	Geography	Music	Physiology and Hygiene	English History	Canadian History	Composition	Grammar
1867..	272,173	47,618	.....	†61,787	.....	147,412	147,412
1872.....	327,139	110,083	.....	47,019	37,339	105,512	176,644
1877.....	375,951	168,942	.....	59,694	43,401	226,977	226,977
1882.....	280,517	158,694	33,926	†150,989	.....	209,184	209,184
1887.....	316,791	203,567	71,525	94,830	114,141	270,856	270,856
1892.....	334,947	220,941	171,594	106,505	147,451	294,331	294,331
1897.....	342,189	233,915	215,343	114,398	169,627	316,787	316,787
1902.....	318,755	268,356	194,459	106,282	163,672	296,172	296,172
1907.....	336,073	274,493	249,324	139,212	195,266	357,969	222,745
1910.....	357,555	304,235	307,586	161,992	215,384	381,522	210,850
1911.....	371,669	328,621	328,505	156,961	204,054	389,848	181,739

The following table classifies the pupils in the various readers, as to rural and urban schools, for the years 1904, 1907, 1910 and 1911 :

	Year	First Reader Part I or Primer	First Reader Part II or First Book	Second Book	Third Book	Fourth Book	Fifth Book or beyond Fourth Book	Totals
Rural Schools .....	1904	60,784	36,941	47,930	50,297	47,289	9,892	253,133
Rural Schools.....	1907	60,470	31,538	46,219	48,247	46,815	8,958	242,247
Rural Schools .....	1910	61,194	30,354	43,970	44,612	46,331	6,581	233,092
Rural Schools .....	1911	61,031	30,672	44,045	43,415	45,104	+4,350	228,617
Urban Schools (cities, towns and incorporated villages).	1904	44,456	27,800	37,299	39,814	35,815	6,304	191,488
	1907	52,082	28,656	38,403	41,124	38,937	6,769	205,971
	1910	58,816	32,388	42,967	43,775	40,642	7,465	226,053
	1911	61,227	35,290	45,585	45,471	40,836	+2,922	231,331

\*In 1st Reader.

† Exclusive of Continuation School pupils.

‡ History.

3. Teachers' Certificates

Year	Number of teachers	Male	Female	1st class	2nd class	3rd class	Other certificates, including old County Board, etc.	Number of teachers who attended Normal School	* Normal College or Faculty of Education
1867.....	4,890	2,849	2,041	1,899	2,454	386	151	666	.....
1872.....	5,476	2,626	2,850	1,337	1,477	2,084	578	828	.....
1877.....	6,468	3,020	3,448	250	1,304	3,926	988	1,084	.....
1882.....	6,857	3,062	3,795	246	2,169	3,471	971	1,873	.....
1887.....	7,594	2,718	4,876	252	2,553	3,865	924	2,434	.....
1892.....	8,480	2,770	5,710	261	3,047	4,299	873	3,038	.....
1897.....	9,128	2,784	6,344	343	3,386	4,465	934	3,643	.....
1902.....	9,367	2,294	7,073	608	4,296	3,432	1,031	4,774	.....
1907.....	9,893	1,783	8,110	715	3,887	3,452	1,839	4,587	.....
1911... ..	10,542	1,499	9,043	647	6,076	1,695	2,124	6,384	545

NOTE.—Kindergarten and Night School Teachers are not included in above table.

The number of men engaged in teaching in these schools in 1911 was 14.22 per cent. of the whole; in 1910 the number was 16.12 per cent.

The number of teachers and the class of certificates, in the Public Schools alone, in each County and District of the Province, will be found on pages 22 to 25 of this Report.

The following table classifies the teachers and certificates as to rural and urban schools for the years 1904, 1907, and 1911 :

	Teachers			Certificates			
	Total	Male	Female	1st Class	2nd Class	3rd Class	Other Class
Rural Schools, 1904.....	5,974	1,469	4,505	152	1,944	3,107	771
Rural Schools, 1907.....	6,038	1,201	4,837	180	1,542	3,079	1,237
†Rural Schools, 1911.....	6,096	899	5,197	140	2,863	1,890	1,703
Urban (cities, towns and incorporated villages), 1904.....	3,580	606	2,974	483	2,248	289	560
Urban, 1907.....	3,855	582	3,273	535	2,345	373	602
†Urban, 1911.....	4,446	600	3,846	507	3,213	305	421

\* For the years previous to 1911 the numbers who attended Normal College or the Faculty of Education are included in the preceding column.

† Exclusive of Continuation School teachers. In 1911 there was an increase of 239 in the number of teachers and an increase of 28 in the number with First Class certificates, in the Public and Separate Schools.

## 4. Teachers' Salaries and Experience

## Teachers' Salaries

Year	Highest salary paid	Average salary, male teacher, province	Average salary, female teacher, province	Average salary, male teacher, cities	Average salary, female teacher, cities	Average salary, male teacher, towns	Average salary, female teacher, towns	Average salary, male teacher, incorporated villages	Average salary, female teacher, incorporated villages	* Average salary, male teacher, rural schools	* Average salary, female teacher, rural schools	Average salary, male teacher, all urban schools	Average salary, female teacher, all urban schools
1867.	\$ 1,350	\$ 346	\$ 226	\$ 532	\$ 243	\$ 464	\$ 240	\$ .....	\$ .....	\$ 261	\$ 189	\$ .....	\$ .....
1872.	1,000	360	228	628	245	507	216	.....	.....	305	213	.....	.....
1877.	1,100	398	264	735	307	583	269	.....	.....	379	251	.....	.....
1882.	1,100	415	269	742	331	576	273	.....	.....	385	248	.....	.....
1887.	1,450	425	292	832	382	619	289	.....	.....	398	271	.....	.....
1892.	1,500	421	297	894	402	648	298	.....	.....	383	269	.....	.....
1897.	1,500	391	294	892	425	621	306	.....	.....	347	254	.....	.....
1902.	1,600	436	313	935	479	667	317	.....	.....	372	271	.....	.....
1907.	1,900	596	420	1,157	592	800	406	659	372	458	379	907	453
1911.	2,200	767	518	1,395	706	963	496	733	463	536	464	1,153	602

\*Incorporated villages included from 1867 to 1902 inclusive.

In Table C, pages 22 to 24, the average salaries for 1911 of the Public School teachers of the various Counties and Districts are given separately, and summarized for the cities, towns and villages. Also the salaries paid to teachers, according to the grade of certificate held, are given therein, and show to what extent the teachers holding the higher grades of certificates command the higher salaries. The average salaries are as follows:

First Class: Male .....	\$1,369	female, \$599
Second Class: Male .....	739	" 567
Third Class and District: Male .....	494	" 435
Temporary: Male .....	431	" 386

## Teachers' Experience

The length of service or experience of the teachers engaged in the Public Schools is shown in Table C, pages 26 and 27, where the numbers who have taught from less than one year up to forty years and over are given for each year, and where the experience of the teachers, according to the grade of certificate held, is given.

The average experience in the Public Schools at the end of 1911 was as follows:—

Male teachers, 11.90 years.  
 Female teachers, 7.28 years.  
 All teachers, 7.97 years.



5. Receipts and Expenditures

Year	Receipts				Expenditures					
	Legislative grants	Municipal school grants and assessments	Clergy reserve funds, balances and other sources	Total receipts	Teachers' salaries	Sites and building school houses	Libraries, maps, apparatus, prizes, etc.	Rent, repairs, fuel and other expenses	Total expenditure	Cost per pupil
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$ c.
1867..	187,153	1,151,583	331,599	1,670,335	1,093,517	149,195	31,354	199,123	1,473,189	3 67
1872..	225,318	1,763,492	541,460	2,530,270	1,371,594	456,043	47,799	331,928	2,207,364	4 85
1877..	251,962	2,422,432	730,687	3,405,081	2,038,099	477,393	47,539	510,458	3,073,489	6 26
1882..	265,738	2,447,214	757,038	3,469,990	2,144,449	341,918	15,583	525,025	3,026,975	6 42
1887..	268,722	3,084,352	978,283	4,331,357	2,458,540	544,520	27,509	711,535	3,742,104	7 59
1892..	283,791	3,300,512	1,227,596	4,811,899	2,752,629	427,321	40,003	833,965	4,053,918	8 40
1897..	366,538	3,361,562	1,260,055	4,988,155	2,886,061	391,689	60,585	877,335	4,215,670	8 73
1902..	383,666	3,959,912	1,422,924	5,766,502	3,198,132	432,753	86,723	1,107,552	4,825,160	10 62
1907..	655,239	6,146,825	2,455,864	9,257,928	4,389,524	1,220,820	213,096	1,732,739	7,556,179	16 85
1910..	805,635	7,334,453	3,573,507	11,713,600	5,310,039	2,140,200	131,171	1,761,792	9,343,202	20 34
1911..	892,377	7,826,083	3,778,183	12,496,643	5,610,213	2,164,459	139,229	1,990,383	9,904,284	21 53

As shown above, the increase for the year in the Legislative grants was \$86,742, and in amount paid as teachers' salaries, \$300,174. The total expenditure increased by \$561,082.

The expenditure per pupil of enrolled attendance increased from \$20.34 to \$21.53, and from \$33.44 to \$35.12 per pupil of average attendance.

The following tables show the increases since 1902:—

Average cost per pupil (enrolled attendance)				
	1902	1907	1910	1911
Sites and buildings .....	\$0.95	\$2.72	\$4.66	\$4.70
Teachers' salaries .....	7.04	9.79	11.56	12.20
All other expenses .....	2.63	4.34	4.12	4.63
For all purposes .....	\$10.62	\$16.85	\$20.34	\$21.53

Average cost per pupil (average attendance)				
	1902	1907	1910	1911
Sites and buildings .....	\$1.65	\$4.58	\$7.66	\$7.68
Teachers' salaries .....	12.23	16.47	19.01	19.89
All other expenses .....	4.57	7.30	6.77	7.55
For all purposes .....	\$18.45	\$28.35	\$33.44	\$35.12

The expenditure per pupil (enrolled attendance) for 1911 in the Public Schools alone will be found on pages 38 and 39 of this Report, and for the R. C. Separate Schools on pages 44 and 45. The expenditure will there be shown as to rural schools, cities, towns, and villages separately.

## II. ROMAN CATHOLIC SEPARATE SCHOOLS

Year	Schools—Teachers —Pupils			Number of Pupils in the various Branches of Instruction						
	Schools open	Teachers	Pupils	Geography	Composition	Grammar	Drawing (Art)	Physiology and Hygiene	English History	Canadian History
1867.....	161	210	18,924	8,666	.....	5,688	.....	.....	*2,571	.....
1872.....	171	254	21,406	8,011	7,908	7,908	.....	.....	*3,548	.....
1877.....	185	334	24,952	13,154	11,174	11,174	.....	.....	*9,812	.....
1882.....	190	390	26,148	13,900	11,695	11,695	7,548	2,033	*10,124	.....
1887.....	229	491	30,373	19,608	18,678	18,678	21,818	8,578	5,076	7,931
1892.....	312	662	37,466	26,299	22,755	22,755	32,682	11,056	6,713	11,483
1897.....	340	752	41,620	27,471	26,071	26,071	36,462	18,127	6,828	13,134
1902.....	391	870	45,964	29,788	27,409	27,409	41,952	14,687	7,544	15,035
1907.....	449	1,034	51,502	34,874	35,550	23,185	36,844	23,552	11,328	19,971
1910.....	484	1,149	57,263	46,411	46,817	23,120	52,530	40,595	17,367	30,488
1911.....	495	1,193	59,396	46,385	50,271	22,448	53,910	42,714	16,865	28,441

\*History.

## Receipts and Expenditures

Year	Receipts				Expenditures					
	Legislative grants	Municipal school grants and assessments	Balances, subscribed and other sources	Total receipts	Teachers' salaries	Sites and building school houses	Libraries, maps, apparatus, prizes, etc.	All other purposes	Total expenditure	Cost per pupil
1867..	\$ 9,993	\$ 26,781	\$ 11,854	\$ 48,628	\$ 34,830	.....	.....	\$ +7,889	\$ 42,719	\$ c. 2 26
1872..	12,327	41,134	15,349	68,810	45,824	.....	.....	+15,993	61,817	2 88
1877..	13,607	72,177	34,482	120,266	70,201	24,510	2,811	17,284	114,806	4 60
1882..	14,382	97,252	55,105	166,739	84,095	36,860	1,303	32,082	154,340	5 13
1887..	16,808	147,639	65,401	229,848	112,293	48,937	3,624	46,369	211,223	6 95
1892..	21,043	206,698	98,293	326,034	149,707	65,874	2,922	71,335	289,838	7 74
1897..	26,675	224,617	84,032	335,324	168,800	41,233	5,786	86,350	302,169	7 26
1902..	30,472	293,348	161,683	485,503	210,199	100,911	6,158	118,173	435,441	9 47
1907..	40,524	442,316	308,540	791,380	281,484	186,908	15,991	229,793	714,176	13 86
1910..	52,993	604,579	553,977	1,211,549	371,338	523,487	16,494	193,161	1,104,480	19 28
1911..	59,089	678,215	291,993	1,029,297	413,650	168,603	12,505	303,132	897,890	15.11

†Including all expenditure except for Teachers' salaries.

An increase of 2,133 in the enrolment and a decrease of \$206,590 in the expenditure in 1911 are noticed in above tables. The expenditure per pupil of enrolled attendance decreased from \$19.28 to \$15.11, owing to the low expenditure on sites and school houses as compared with the previous year. Detailed statistics in reference to these schools will be found on pages 40 to 57 of this Report.

III. PROTESTANT SEPARATE SCHOOLS

The following is a complete list of the Protestant Separate Schools of the Province:—No. 4 Grattan, No. 2 Hagarty, No. 6 Plantagenet North, No. 1 Tilbury North, L'Orignal, and Penetanguishene.

They were attended by 424 pupils in 1911. The whole amount expended for their maintenance and permanent improvements was \$9,796.82. Seven teachers held a Second Class, two a Third Class, and one a Temporary certificate.

Complete statistics for these schools will be found on page 120.

IV. COLLEGIATE INSTITUTES AND HIGH SCHOOLS

The following statistics respecting Collegiate Institutes and High Schools will be found suggestive:—

1. Receipts, Expenditure, Attendance, etc.

Year	Schools	Teachers	Receipts			Expenditure			Pupils	Percentage of average attendance to total attendance	Cost per pupil
			Legislative grant	Amount of fees	Total receipts	Paid for teachers' salaries	Paid for sites and building school houses	Total expenditure			
			\$	\$	\$	\$	\$	\$			\$ c.
1867....	102	159	54,562	15,605	139,579	94,820	*19,190	124,181	5,696	55	21 86
1872....	104	239	79,543	20,270	223,269	141,812	*31,360	210,005	7,968	56	26 34
1877....	104	280	78,762	20,753	357,521	211,607	*51,417	343,710	9,229	56	37 26
1882....	104	332	84,304	29,270	373,150	253,864	*19,361	343,720	12,348	53	27 50
1887....	112	398	91,977	56,198	529,323	327,452	*73,061	495,612	17,459	59	28 38
1892 ..	128	522	100,000	97,273	793,812	472,029	*91,108	696,114	22,837	60	30 48
1897....	130	579	101,250	110,859	767,487	532,837	*46,627	715,976	24,390	61	29 35
1902....	134	593	112,650	105,801	832,853	547,402	44,246	769,680	24,472	58.97	31 45
1907....	143	750	158,549	138,396	1,611,553	783,782	193,975	1,213,697	30,331	60.94	40 01
1910....	145	853	175,933	145,254	2,195,322	1,043,585	296,485	1,636,166	32,612	62.52	50 17
1911....	148	898	195,004	144,502	2,180,026	1,141,124	470,757	1,948,058	32,227	62.60	60 44

\*Expenses for repairs, etc., included.

As shown above, the amount of the Legislative grants to these schools increased in 1911 by \$19,071.

The expenditure per pupil of enrolled attendance increased from \$50.17 to \$60.44 over the preceding year, and the total expenditure increased by \$311,892.

There was a decrease of 385 in the enrolment.

Average cost per pupil (enrolled attendance) per year

	1902	1907	1910	1911
	\$ c.	\$ c.	\$ c.	\$ c.
Sites and buildings.....	1 81	6 39	9 09	14 60
Teachers' salaries.....	22 37	25 84	32 00	35 41
All other expenses.....	7 27	7 78	9 08	10 43
For all purposes .....	31 45	40 01	50 17	60 44



Average cost per pupil (average attendance) per year

	1902	1907	1910	1911
	\$ c.	\$ c.	\$ c.	\$ c.
Sites and buildings .....	3 07	10 49	14 54	23 33
Teachers' salaries.....	37 93	42 40	51 18	56 55
All other purposes .....	12 34	12 76	14 52	16 66
For all purposes .....	53 34	65 65	80 24	96 54

2. Classification of Pupils, etc.

Year	English						Mathematics			
	English Grammar	English Composition	Poetical Literature	Geography	Canadian History	British History	Arithmetic and Mensuration	Algebra	Geometry	Trigonometry
1867.....	5,467	4,091	.....	5,264	.....	+4,634	5,526	2,841	1,847	141
1872.....	7,884	7,278	.....	7,715	.....	+7,513	7,834	6,033	2,592	174
1877.....	8,819	8,772	.....	9,158	.....	+9,106	9,227	8,678	8,113	359
1882.....	12,275	12,189	.....	12,106	.....	+12,220	12,261	11,742	11,148	397
1887.....	17,086	17,171	16,649	16,962	.....	+17,010	16,939	16,904	14,839	1,017
1892.....	22,530	22,535	22,468	22,118	.....	+22,328	21,869	22,229	17,791	1,154
1897.....	19,591	24,195	24,176	13,747	18,318	20,304	19,798	24,105	16,788	1,652
1902.....	21,576	24,241	23,768	14,500	14,768	16,817	21,594	22,953	16,881	1,662
1907.....	26,415	29,383	*29,377	22,820	23,457	23,570	26,813	26,937	23,054	2,000
1910.....	23,612	31,650	*31,535	21,435	25,308	25,310	24,895	29,081	25,138	1,968
1911.....	23,515	31,049	*31,031	21,546	24,683	23,736	24,723	28,777	25,111	1,921

2. Classification of Pupils, etc.—Continued

Year	Languages				Science		
	Latin	Greek	French	German	Physics	Chemistry	Botany
1867 .....	5,171	802	2,164	.....	1,876	840	.....
1872 .....	3,860	900	2,828	341	1,921	1,151	.....
1877 .....	4,955	871	3,091	442	2,168	2,547	.....
1882 .....	4,591	815	5,363	962	2,880	2,522	.....
1887 .....	5,409	997	6,180	1,350	5,265	3,411	4,640
1892 .....	9,006	1,070	10,398	2,796	6,601	3,710	6,189
1897 .....	16,873	1,421	13,761	5,169	11,002	5,489	12,892
1902 .....	18,884	631	13,595	3,280	12,758	5,860	9,051
1907 .....	20,511	677	17,310	3,835	23,421	15,064	15,572
1910 .....	23,523	769	20,622	4,758	25,426	16,765	17,274
1911 .....	23,443	666	20,684	5,024	24,904	16,961	16,254

\* English Literature.      † History.

## 2. Classification of Pupils, etc.—Continued

Year	Drawing (Art)	Bookkeeping	Destination of Pupils			Number of schools charging fees	Number of free schools
			Mercantile life	Agriculture	Teaching		
1867 .....	676	1,283	.....	.....	.....	67	36
1872 .....	2,176	3,127	486	300	.....	28	76
1877 .....	2,755	3,621	555	328	.....	35	69
1882 .....	3,441	5,642	881	646	.....	37	67
1887 .....	14,295	14,064	1,141	882	.....	58	54
1892 .....	16,980	16,700	1,111	1,006	1,527	77	51
1897 .....	12,252	11,647	1,368	1,153	2,056	87	43
1902 .....	10,721	11,334	1,573	743	1,238	82	52
1907 .....	15,365	13,468	1,982	803	1,436	81	62
1910 .....	17,836	14,775	2,388	1,057	1,264	82	64
1911 .....	16,906	14,681	2,175	856	1,489	84	64

The statistics in detail of the various Collegiate Institutes and High Schools of the Province, for 1911, will be found on pages 82 to 119 of this Report.

## V. TEACHERS' INSTITUTES

This table presents the work of the Teachers' Institutes for thirty-five years:

Year	No. of Teachers' Institutes No. of Members No. of Teachers in the Province, (High School teachers not included)			Receipts				Expenditure	
				Amount received from government grants	Amount received from municipal grants	Amount received from members' fees	Total amount received	Amount paid for Libraries	Total amount expended
1877. ....	42	1,181	6,468	\$ 1,412 c 50	\$ 100 00	\$ 299 75	\$ 2,769 44	\$ ..... c.	\$ 1,127 63
1882. ....	62	4,395	6,857	2,900 00	300 00	1,088 84	9,394 28	453 02	5,355 33
1887. ....	66	6,781	7,594	1,800 00	1,879 45	730 66	10,405 95	1,234 08	4,975 50
1892. ....	69	8,142	8,480	1,950 00	2,105 00	875 76	12,043 54	1,472 41	6,127 46
1897. ....	73	7,627	9,128	2,425 00	2,017 45	901 15	12,446 20	1,479 88	6,598 84
1902. ....	77	8,515	9,367	2,515 00	1,877 50	1,171 80	13,171 26	1,437 18	7,188 45
1907. ....	81	9,319	9,893	2,850 00	1,920 00	1,671 32	14,824 09	654 16	7,487 41
1910. ....	86	9,768	10,518	4,100 00	1,714 90	2,051 71	18,993 67	914 32	8,610 32
1911. ....	86	9,821	10,742	3,475 00	2,170 00	2,099 70	20,433 00	836 68	9,347 13

See pages 128 to 131 for details for 1911.

## VI. DEPARTMENTAL EXAMINATIONS, ETC.

## 1. Table showing the Number of Teachers in Training at Provincial Normal Schools, and the Pupils at the Normal Model Schools in connection therewith, etc., 1877-1912

Year	No. of Normal School teachers	No. of Normal School students	No. of Normal Model School and Kindergarten teachers	No. of Normal Model School and Kindergarten pupils
1877.....	13	257	8	643
1882.....	16	260	15	799
1887.....	13	441	18	763
1892.....	12	428	22	842
1897.....	13	407	23	832
1902.....	16	619	31	958
1907.....	*35	428	38	979
1911.....	*69	1,034	*38	916
1912.....	*69	969	*38	914

\*Including those engaged in both a Normal and a Normal Model School.

## 2. High School Entrance Examinations, 1877-1912

Year	No. of Candidates examined	No. of Candidates who passed
1877.....	7,383	3,836
1882.....	9,607	4,371
1887 ..	16,248	9,364
1892.....	16,409	8,427
1897.....	16,384	10,502
1902.....	18,087	13,300
1907.....	22,144	15,430
1911.....	22,198	13,027
1912.....	22,679	13,977

## 3. Departmental Academic Examinations, 1912

Examinations	Total number of Candidates	Number passed	Number of Appeals	Number passed on Appeal	Total number passed	Percentage
Senior High School Entrance..	61	21	.....	.....	21	34.42
Senior Public School Graduation	65	23	.....	.....	23	35.38
Lower School.....	3,626	1,272	18	2	1,274	35.13
Model Entrance .....	196	57	2	.....	57	29.08
Middle School (Normal Entrance)	3,497	1,955	32	2	1,957	55.96
Junior Matriculation.....	5,099	*2,155	21	9	*2,164	69.82
		(1,838)	(13)	(6)	(1844)	(59.50)
Upper School, Part I.....	568	337	7	1	338	59.50
Upper School, Part II .....	464	380	4	.....	380	81.89
Commercial Specialist.....	26	12	3	.....	12	46.15
Art Specialist .....	7	4	.....	.....	4	57.14
Supplemental Matriculation....	321	*110	14	5	*115	35.82
Totals .....	11,930	6,326	101	19	6,345	53.18
Number of Honour Matriculation Candidates .....						298
Number of Scholarship Candidates .....						103

\* These figures include those who, this year, obtained complete matriculation, partial matriculation, or passed on all the papers written. The figures in brackets give the totals for those candidates only who obtained this year complete matriculation or partial matriculation.



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# APPENDICES

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## APPENDIX A—STATISTICAL TABLES

## THE PUBLIC SCHOOLS

I. TABLE A—SCHOOL POPULATION, ATTENDANCE, ETC.

Rural Schools	School population between 5 and 21 years of age	Pupils under 5 years of age	Pupils between 5 and 21 years of age	Pupils over 21 years of age	Total number of pupils attending school	Boys	Girls	Average daily attendance of pupils	Percentage of average to total attendance
1 Brant .....	3,691	2	3,094	....	3,096	1,618	1,478	1,813	59
2 Bruce .....	8,810	32	6,372	....	6,404	3,399	3,005	3,771	59
3 Carleton .....	5,997	5	4,957	1	4,963	2,610	2,353	2,571	52
4 Dufferin .....	3,849	67	3,093	....	3,160	1,692	1,468	1,594	50
5 Dundas .....	3,545	11	2,955	....	2,966	1,583	1,383	1,609	54
6 Elgin .....	5,791	2	4,386	....	4,388	2,304	2,084	2,456	56
7 Essex .....	12,632	10	5,694	....	5,704	2,918	2,786	3,030	53
8 Frontenac .....	6,177	28	4,646	....	4,674	2,480	2,194	2,043	44
9 Glengarry .....	4,164	14	3,271	1	3,286	1,814	1,472	1,475	45
10 Grey .....	11,741	23	8,995	2	9,020	4,743	4,277	4,932	55
11 Haldimand .....	3,814	1	2,550	....	2,551	1,350	1,201	1,601	63
12 Haliburton .....	1,959	22	1,587	....	1,609	837	772	638	40
13 Halton .....	3,217	....	2,296	....	2,296	1,228	1,068	1,219	53
14 Hastings .....	9,062	21	7,039	3	7,063	3,570	3,493	3,597	51
15 Huron .....	10,164	4	6,675	1	6,680	3,544	3,136	4,136	62
16 Kent .....	8,573	12	6,669	....	6,681	3,524	3,157	3,574	53
17 Lambton .....	8,328	....	6,130	2	6,132	3,264	2,868	3,784	62
18 Lanark .....	4,411	12	3,190	1	3,203	1,607	1,596	1,959	61
19 Leeds and Grenville .....	8,049	20	6,371	1	6,392	3,321	3,071	3,387	53
20 Lennox and Addington .....	4,535	23	3,526	1	3,550	1,850	1,700	1,744	49
21 Lincoln .....	3,682	8	2,915	....	2,923	1,550	1,373	1,504	51
22 Middlesex .....	9,975	3	7,072	....	7,075	3,625	3,450	4,265	60
23 Norfolk .....	4,799	21	3,895	....	3,916	2,112	1,804	2,137	55
24 Northumberland & Durham	9,377	9	7,057	....	7,066	3,752	3,314	3,984	56
25 Ontario .....	7,223	6	5,245	1	5,252	2,769	2,483	2,925	56
26 Oxford .....	7,298	7	5,286	....	5,293	2,785	2,508	3,093	58
27 Peel .....	3,856	3	2,934	1	2,938	1,564	1,374	1,613	55
28 Perth .....	7,541	1	5,008	....	5,009	2,702	2,307	3,124	62
29 Peterborough .....	4,716	17	3,489	....	3,506	1,751	1,755	1,858	53
30 Prescott and Russell .....	11,769	24	3,917	3	3,944	2,094	1,850	2,033	52
31 Prince Edward .....	2,629	3	2,192	....	2,195	1,152	1,043	1,192	54
32 Renfrew .....	10,125	37	6,564	1	6,602	3,394	3,208	3,216	49
33 Simcoe .....	12,661	7	9,716	....	9,723	4,973	4,750	5,206	53
34 Stormont .....	4,284	11	2,982	....	2,993	1,586	1,407	1,557	52
35 Victoria .....	4,830	7	3,877	1	3,885	1,989	1,896	2,108	54
36 Waterloo .....	6,651	8	4,039	1	4,048	2,198	1,850	2,564	63
37 Welland .....	4,853	11	3,697	....	3,708	2,045	1,663	2,040	55
38 Wellington .....	7,604	3	5,065	....	5,068	2,684	2,384	2,995	59
39 Wentworth .....	5,437	6	4,240	....	4,246	2,139	2,107	2,245	53
40 York .....	11,847	12	9,309	....	9,321	4,926	4,395	4,946	53
41 Algoma .....	3,631	14	2,728	....	2,742	1,430	1,312	1,356	49
42 Kenora .....	472	....	364	....	364	185	179	158	43
43 Manitoulin .....	2,361	13	1,753	....	1,766	928	838	851	48
44 Muskoka .....	4,071	22	3,314	....	3,336	1,769	1,567	1,540	46
45 Nipissing .....	5,625	12	3,379	....	3,391	1,718	1,673	1,495	44
46 Parry Sound .....	5,109	15	3,962	3	3,980	2,030	1,950	1,875	47
47 Rainy River .....	1,092	....	854	....	854	438	416	342	40
48 Sudbury .....	3,521	38	2,469	3	2,510	1,304	1,206	1,257	50
49 Thunder Bay .....	1,326	9	1,056	....	1,065	531	534	482	45
Totals .....	296,874	636	211,874	27	212,537	111,379	101,158	114,894	54.05

## THE PUBLIC SCHOOLS—Continued

I. TABLE A—SCHOOL POPULATION, ATTENDANCE, ETC.—Continued

Cities	School population between 5 and 21 years of age	Pupils under 5 years of age	Pupils between 5 and 21 years of age	Pupils over 21 years of age	Total number of pupils attending school	Boys	Girls	Average daily attendance of pupils	Percentage of average to total attendance
1 Belleville .....	2,370	....	1,698	....	1,698	878	820	1,041	61
2 Brantford .....	6,110	1	3,273	....	3,274	1,671	1,603	2,216	68
3 Chatham .....	2,753	....	1,653	....	1,653	798	855	1,094	66
4 Fort William .....	4,298	....	1,608	....	1,608	814	794	1,158	72
5 Guelph .....	3,777	....	1,893	2	1,895	934	961	1,333	70
6 Hamilton .....	18,257	....	10,420	....	10,420	5,308	5,112	7,467	72
7 Kingston .....	5,550	....	2,440	....	2,440	1,242	1,198	1,766	72
8 London .....	8,735	....	6,533	....	6,533	3,358	3,175	4,617	71
9 Niagara Falls .....	1,989	....	1,392	....	1,392	681	711	923	66
10 Ottawa .....	23,010	1	7,464	....	7,465	3,607	3,858	5,089	68
11 Peterborough .....	4,717	....	2,299	....	2,299	1,182	1,117	1,636	71
12 Port Arthur .....	3,218	....	1,490	....	1,490	718	772	991	66
13 St. Catharines .....	2,804	....	1,696	....	1,696	861	835	1,106	65
14 St. Thomas .....	3,525	....	2,079	....	2,079	1,024	1,055	1,525	73
15 Stratford .....	2,852	....	1,830	....	1,830	965	865	1,361	74
16 Toronto .....	70,566	....	46,744	....	46,744	23,777	22,967	34,747	74
17 Windsor .....	4,961	....	2,140	....	2,140	1,091	1,049	1,520	71
18 Woodstock .....	1,867	....	1,426	....	1,426	733	693	957	67
Totals.....	171,359		2 98,078		2 98,082	49,642	48,440	70,547	71.92
Towns									
1 Alexandria .....	770	....	61	....	61	28	33	38	62
2 Alliston .....	269	....	236	....	236	127	109	180	76
3 Almonte .....	700	....	302	....	302	152	150	207	69
4 Amherstburg .....	717	....	267	....	267	150	117	167	62
5 Arnprior .....	1,261	....	608	....	608	321	287	424	70
6 Aurora .....	525	....	328	....	328	161	167	236	72
7 Aylmer .....	520	....	350	....	350	190	160	248	71
8 Barrie .....	1,691	....	991	....	991	469	522	649	65
9 Berlin .....	3,986	....	1,961	....	1,961	977	984	1,388	71
10 Blenheim .....	340	....	312	....	313	168	145	193	62
11 Blind River .....	602	....	269	....	269	134	135	130	48
12 Bonfield .....	166	....	28	....	28	14	14	9	32
13 Bothwell .....	174	....	122	....	122	70	52	86	70
14 Bowmanville .....	700	....	470	....	470	228	242	346	72
15 Bracebridge .....	748	....	669	....	669	321	348	432	65
16 Brampton .....	715	....	525	....	525	258	267	390	74
17 Brockville .....	2,299	....	1,318	....	1,318	657	661	843	64
18 Bruce Mines .....	233	2	195	....	197	92	105	121	61
19 Cache Bay .....	167	....	131	....	131	61	70	76	58
20 Campbellford .....	775	....	619	....	619	306	313	418	68
21 Carleton Place .....	941	....	656	....	656	309	347	467	71
22 Chelmsford .....	220	....	12	....	12	7	5	5	42
23 Chesley .....	736	....	345	....	345	135	210	250	72
24 Clinton .....	398	1	391	....	392	199	193	299	76
25 Cobalt .....	1,206	1	702	....	703	355	348	360	51
26 Cobourg .....	1,167	....	531	....	531	267	264	438	82
27 Cochrane .....	176	....	117	....	117	62	55	47	40
28 Collingwood .....	1,895	....	1,276	....	1,276	623	653	895	70
29 Copper Cliff .....	558	....	486	....	486	242	244	288	59
30 Cornwall .....	1,789	....	591	....	591	300	291	440	74
31 Deseronto .....	553	....	450	....	450	252	198	296	66
32 Dresden .....	373	....	344	....	344	164	180	200	58
33 Dryden .....	235	....	177	....	177	83	94	114	64
34 Dundas .....	1,027	....	648	....	648	304	344	485	75



## THE PUBLIC SCHOOLS—Continued

I. TABLE A—SCHOOL POPULATION, ATTENDANCE, ETC.—Continued

Towns—Continued	School population between 5 and 21 years of age	Pupils under 5 years of age	Pupils between 5 and 21 years of age	Pupils over 21 years of age	Total number of pupils attending school	Boys	Girls	Average daily attendance of pupils	Percentage of average to total attendance
35 Dunnville.....	641	...	455	...	455	230	225	286	63
36 Durham.....	420	...	295	...	295	139	156	202	68
37 Englehart.....	184	...	180	...	180	84	96	89	49
38 Essex.....	356	...	327	...	327	172	155	210	64
39 Forest.....	321	...	275	...	275	132	143	191	69
40 Fort Frances.....	225	...	204	...	204	86	118	104	51
41 Galt.....	2,504	...	1,434	...	1,434	730	704	1,000	70
42 Gananoque.....	1,037	...	817	...	817	415	402	545	67
43 Goderich.....	1,122	...	659	...	659	321	338	485	73
44 Gore Bay.....	227	...	197	...	197	99	98	146	74
45 Gravenhurst.....	514	...	392	...	392	225	167	252	64
46 Haileybury.....	1,200	...	540	...	540	276	264	322	60
47 Hanover.....	633	...	497	1	498	249	249	348	70
48 Harriston.....	382	...	305	...	305	144	161	202	66
49 Hawkesbury.....	1,546	...	177	...	177	81	96	105	59
50 Hespeler.....	808	...	521	...	521	268	253	352	67
51 Huntsville.....	633	...	544	...	544	299	245	329	60
52 Ingersoll.....	1,230	...	714	...	714	378	336	493	69
53 Kearney.....	107	...	82	...	82	37	45	54	66
54 Keewatin.....	355	...	225	...	225	110	115	145	64
55 Kenora.....	1,387	...	979	...	979	472	507	595	61
56 Kincardine.....	534	...	358	...	358	163	195	261	73
57 Kingsville.....	500	...	359	...	359	190	169	250	70
58 Latchford.....	225	...	139	...	139	70	69	87	63
59 Leamington.....	649	...	454	...	454	221	233	323	71
60 Lindsay.....	1,924	...	1,003	...	1,003	497	506	725	72
61 Listowel.....	550	...	468	...	468	228	240	282	60
62 Little Current.....	330	...	315	...	315	175	140	159	50
63 Massey.....	231	...	180	...	180	101	79	103	57
64 Mattawa.....	469	...	57	...	57	26	31	28	49
65 Meaford.....	599	...	526	...	526	270	256	346	66
66 Midland.....	1,297	...	1,217	...	1,217	615	602	751	62
67 Milton.....	453	...	406	...	406	218	188	237	58
68 Mitchell.....	446	...	289	...	289	142	147	221	76
69 Mount Forest.....	435	...	289	...	289	137	152	198	68
70 Napanee.....	700	...	532	...	532	242	290	322	61
71 New Liskeard.....	546	...	478	...	478	242	236	306	64
72 Newmarket.....	747	...	479	...	479	242	237	321	67
73 Niagara.....	242	...	229	...	229	117	112	136	59
74 North Bay.....	1,615	...	802	...	802	412	390	522	65
75 North Toronto.....	1,509	...	1,101	...	1,101	544	557	601	55
76 Oakville.....	626	...	387	...	387	184	203	245	63
77 Orangeville.....	591	...	438	...	438	227	211	311	71
78 Orillia.....	1,989	...	1,249	3	1,252	566	686	822	66
79 Oshawa.....	1,727	2	1,233	...	1,235	593	642	781	63
80 Owen Sound.....	3,257	...	2,138	...	2,138	1,084	1,054	1,520	71
81 Palmerston.....	495	...	299	...	299	156	143	201	67
82 Paris.....	978	...	531	...	531	271	260	370	70
83 Parkhill.....	242	...	205	...	205	101	104	145	71
84 Parry Sound.....	1,004	...	920	...	920	453	467	585	64
85 Pembroke.....	1,719	...	705	...	705	369	336	533	76
86* Penetanguishene.....	930	...	715	...	715	371	344	447	63
87 Perth.....	947	...	402	...	402	212	190	313	78
88 Petrolia.....	975	...	710	...	710	353	357	516	73
89 Picton.....	710	...	481	...	481	257	224	309	64

\* Including Protestant Separate School.

## THE PUBLIC SCHOOLS—Continued

I. TABLE A—SCHOOL POPULATION, ATTENDANCE, ETC.—Concluded

Towns—Concluded	School population between 5 and 21 years of age	Pupils under 5 years of age	Pupils between 5 and 21 years of age	Pupils over 21 years of age	Total number of pupils attending school	Boys	Girls	Average daily attendance of pupils	Percentage of average to total attendance
90 Port Hope .....	1,053	....	740	....	740	343	397	572	77
91 Powassan .....	242	....	206	1	207	115	92	137	66
92 Prescott .....	625	....	314	....	314	150	164	251	80
93 Preston .....	813	....	509	....	509	242	267	367	72
94 Rainy River .....	283	....	223	....	223	106	117	107	48
95 Renfrew .....	1,070	....	449	....	449	232	217	336	75
96 Ridgetown .....	421	....	348	....	348	175	173	245	70
97 Rockland .....	872	....	66	....	66	37	29	43	65
98 St. Mary's .....	859	....	536	....	536	274	262	350	65
99 Sandwich .....	521	....	198	....	198	104	94	119	60
100 Sarnia .....	1,998	....	1,490	....	1,490	745	745	1,073	72
101 Sault Ste. Marie .....	2,167	....	1,646	....	1,646	827	819	1,009	61
102 Seaforth .....	569	....	297	....	297	155	142	220	74
103 Simcoe .....	789	....	629	....	629	334	295	394	63
104 Smith's Falls .....	1,400	....	1,209	....	1,209	566	643	830	69
105 Southampton .....	474	....	364	....	364	190	174	286	78
106 Stayner .....	260	1	230	....	231	120	111	142	61
107 Steelton .....	938	....	662	....	662	350	312	379	57
108 Strathroy .....	725	....	545	....	545	265	280	368	67
109 Sturgeon Falls .....	714	....	202	....	202	93	109	127	63
110 Sudbury .....	984	....	432	....	432	199	233	281	65
111 Thessalon .....	548	....	447	....	447	227	220	254	57
112 Thornbury .....	174	....	137	....	137	65	72	91	66
113 Thorold .....	570	....	401	....	401	162	239	208	52
114 Tilbury .....	425	....	123	....	123	54	69	82	67
115 Tillsonburg .....	639	....	547	....	547	295	252	352	64
116 Trenton .....	994	....	603	....	603	313	290	378	63
117 Uxbridge .....	486	....	342	....	342	170	172	208	61
118 Vankleek Hill .....	411	1	168	....	169	98	71	110	65
119 Walkerton .....	647	....	333	....	333	174	159	225	68
120 Walkerville .....	731	....	421	....	421	202	219	300	71
121 Wallaceburg .....	1,465	....	644	....	644	325	319	408	63
122 Waterloo .....	893	....	571	....	571	291	280	390	68
123 Webbwood .....	249	....	216	....	216	101	115	117	54
124 Welland .....	892	....	834	....	834	444	390	520	62
125 Whitby .....	421	....	358	....	358	199	159	230	64
126 Warton .....	760	1	509	....	510	234	276	375	73
127 Wingham .....	568	....	389	....	389	189	200	275	71
Totals .....	103,305	9	64,740	5	64,754	32,347	32,407	43,050	66.48
Totals									
1 Rural Schools .....	296,874	636	211,874	27	212,537	111,379	101,158	114,894	54.05
2 Cities .....	171,359	2	98,078	2	98,082	49,642	48,440	70,547	71.92
3 Towns .....	103,305	9	64,740	5	64,754	32,347	32,407	43,050	66.48
4 Villages .....	33,017	18	25,159	2	25,179	12,648	12,531	16,183	64.27
5 Grand Totals, 1911 ..	604,555	665	399,851	36	400,552	206,016	194,536	244,674	61.08
6 Grand Totals, 1910 ..	599,541	595	401,211	76	401,882	206,023	195,859	242,977	60.45
7 Increases .....	5,014	70	.....	.....	4,521	2,511	2,010	5,207	.63
8 Decreases .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
9 Percentages .....	.....	.17	99.82	.01	.....	51.43	48.56	61.08	.....

NOTE.—Continuation School attendance is excluded from above table, except "6 Grand Totals, 1910"; instead of the apparent decreases in attendance in 1911 there were increases, as shown in line "7 Increases" above.

## THE PUBLIC

## II. TABLE B—NUMBER OF PUPILS IN THE

Rural Schools	Reading					
	Primer	1st Book	2nd Book	3rd Book	4th Book	Beyond 4th Book
1 Brant .....	731	359	531	711	706	58
2 Bruce .....	1,624	778	1,090	1,329	1,434	149
3 Carleton .....	1,308	644	892	913	1,174	32
4 Dufferin .....	710	404	528	675	787	56
5 Dundas .....	720	292	757	508	646	43
6 Elgin .....	988	587	822	801	1,011	179
7 Essex .....	1,636	1,115	1,146	1,035	761	11
8 Frontenac .....	1,237	607	813	886	1,089	42
9 Glengarry .....	1,124	393	724	539	490	16
10 Grey .....	2,190	972	1,855	1,906	1,949	148
11 Haldimand .....	573	357	463	509	611	38
12 Haliburton .....	552	249	286	285	207	30
13 Halton .....	581	280	395	459	552	29
14 Hastings .....	2,182	969	1,575	1,162	1,073	102
15 Huron .....	1,225	794	1,323	1,461	1,607	270
16 Kent .....	1,768	974	1,355	1,112	1,213	259
17 Lambton .....	1,363	932	1,047	1,304	1,343	143
18 Lanark .....	769	406	609	659	724	36
19 Leeds and Grenville .....	1,529	700	1,092	1,293	1,682	96
20 Lennox and Addington .....	940	406	661	690	800	53
21 Lincoln .....	709	371	529	644	627	43
22 Middlesex .....	1,454	1,006	1,340	1,327	1,690	258
23 Norfolk .....	937	438	917	760	777	87
24 Northumberland and Durham .....	1,550	885	1,599	1,491	1,419	122
25 Ontario .....	1,283	619	962	1,097	1,220	71
26 Oxford .....	1,156	618	921	1,043	1,404	151
27 Peel .....	672	316	561	583	754	52
28 Perth .....	1,036	570	833	1,350	1,084	136
29 Peterborough .....	972	488	759	623	613	51
30 Prescott and Russell .....	1,338	529	676	622	731	48
31 Prince Edward .....	460	282	384	398	594	77
32 Renfrew .....	2,143	882	1,246	1,103	1,135	93
33 Simcoe .....	2,492	1,374	2,002	1,772	1,845	238
34 Stormont .....	842	344	646	571	559	31
35 Victoria .....	944	474	863	729	755	120
36 Waterloo .....	911	549	1,024	835	668	61
37 Welland .....	948	442	664	770	819	65
38 Wellington .....	1,121	534	931	1,026	1,269	187
39 Wentworth .....	1,018	597	652	864	991	124
40 York .....	2,895	1,303	1,881	1,614	1,511	117
41 Algoma .....	894	358	534	452	457	47
42 Kenora .....	160	51	68	45	39	1
43 Manitoulin .....	567	186	307	323	360	23
44 Muskoka .....	976	496	621	673	530	40
45 Nipissing .....	1,308	568	659	488	351	17
46 Parry Sound .....	1,264	569	727	688	654	78
47 Rainy River .....	260	139	161	154	124	16
48 Sudbury .....	1,009	432	444	355	240	30
49 Thunder Bay .....	357	217	213	157	104	17
Totals .....	55,426	27,855	41,088	40,794	43,183	4,191



## SCHOOLS—Continued

## VARIOUS BRANCHES OF INSTRUCTION

	Art	Geography	Music	Literature	Composition	Grammar	English History	Canadian History
1	2,967	2,080	1,988	2,631	2,548	1,012	1,337	1,491
2	5,846	4,510	3,846	4,994	4,886	2,695	2,465	2,844
3	4,796	3,868	2,556	4,236	4,056	1,592	2,259	2,726
4	2,869	2,232	1,629	2,576	2,433	1,540	1,297	1,435
5	2,805	2,399	2,040	2,490	2,522	1,152	1,164	1,378
6	4,130	3,608	2,628	3,703	3,835	1,946	2,039	2,303
7	5,172	3,325	2,594	4,025	3,966	1,807	946	1,843
8	4,490	3,393	1,794	3,098	3,384	1,980	1,670	2,212
9	2,787	2,246	1,391	2,450	2,463	888	1,084	1,232
10	8,203	7,168	5,284	7,322	7,257	3,408	3,524	4,913
11	2,155	1,641	1,876	2,080	1,814	1,130	982	1,338
12	1,336	949	330	1,070	985	650	471	628
13	2,187	1,786	1,382	1,849	1,800	1,140	836	1,059
14	6,568	5,508	5,297	6,027	6,057	1,764	2,438	3,171
15	5,770	5,223	3,973	5,540	5,360	2,954	2,737	3,272
16	6,400	4,738	3,110	5,077	4,906	2,776	2,515	2,884
17	5,481	4,249	3,305	4,392	4,894	2,015	2,594	2,892
18	3,122	2,324	793	2,465	2,378	1,300	1,068	1,349
19	5,547	4,359	2,710	4,565	4,554	3,027	2,542	3,108
20	3,270	2,743	1,280	2,648	2,757	1,778	1,528	1,804
21	2,523	2,062	1,367	1,969	2,052	1,557	1,139	1,360
22	6,818	5,958	5,081	6,320	6,506	3,013	2,990	3,423
23	3,759	3,294	2,301	3,349	3,411	1,220	1,700	1,920
24	6,444	5,052	3,276	5,679	5,344	2,881	2,233	2,817
25	5,252	3,446	3,267	5,116	5,171	1,381	2,361	2,379
26	5,038	4,553	2,870	4,915	4,824	1,967	2,384	2,667
27	2,774	2,237	1,758	2,647	2,521	1,066	1,374	1,572
28	4,597	3,832	4,482	4,142	3,919	2,642	1,645	2,587
29	3,060	2,566	1,467	2,664	2,494	1,312	1,360	1,771
30	3,674	2,516	2,379	2,530	2,864	1,200	1,277	1,560
31	2,004	1,635	622	1,844	1,594	1,168	1,023	1,184
32	6,369	5,773	3,318	5,856	5,758	1,852	3,126	3,313
33	9,032	7,921	7,205	8,376	8,306	4,241	3,504	4,495
34	2,779	2,119	1,796	2,329	2,254	1,155	1,252	1,349
35	3,753	3,166	2,297	3,414	3,417	1,252	1,765	2,113
36	3,844	3,292	3,011	3,636	3,605	1,237	1,178	1,574
37	3,352	2,477	2,122	2,728	2,700	1,809	1,385	1,663
38	4,749	3,788	3,159	3,994	3,954	2,587	1,612	2,291
39	3,764	2,883	2,833	3,134	3,068	1,979	1,374	1,966
40	9,042	7,661	5,899	8,395	8,335	2,853	3,095	3,627
41	2,166	1,793	1,013	1,867	1,828	963	708	1,022
42	364	253	136	285	273	85	85	85
43	1,529	1,064	549	1,091	1,128	693	527	721
44	2,728	2,095	1,239	2,468	2,322	1,413	1,011	1,299
45	2,011	1,754	1,136	2,185	2,990	999	707	1,148
46	3,106	2,372	1,269	2,604	1,649	1,579	1,208	1,589
47	842	794	185	755	735	297	284	288
48	1,276	1,181	796	1,408	1,461	755	443	674
49	868	667	595	689	653	327	217	283
	193,418	156,553	117,234	169,627	167,991	82,037	78,463	96,622

## THE PUBLIC

## II. TABLE B—NUMBER OF PUPILS IN THE

Rural Schools	Physiology and Hygiene	Nature Study	Physical Culture	Bookkeeping	Arithmetic and Mensuration
1 Brant .....	2,037	2,689	2,140	82	53
2 Bruce .....	3,874	4,585	4,915	74	85
3 Carleton .....	3,457	4,543	3,761	21	23
4 Dufferin .....	1,855	2,458	2,336	63	58
5 Dundas .....	1,936	2,608	2,489	94	36
6 Elgin .....	3,168	3,653	3,370	495	222
7 Essex .....	4,649	4,208	2,787	116	7
8 Frontenac .....	2,777	3,604	2,677	105	48
9 Glengarry .....	1,763	2,618	1,974	23	17
10 Grey .....	6,371	7,825	6,909	249	110
11 Haldimand .....	1,768	2,326	1,657	43	32
12 Haliburton .....	548	1,024	607	25	26
13 Halton .....	1,471	2,052	1,672	26	24
14 Hastings .....	5,524	6,311	6,322	518	75
15 Huron .....	3,790	5,233	5,975	258	256
16 Kent .....	3,946	5,697	4,828	388	254
17 Lambton .....	3,724	5,753	5,652	124	126
18 Lanark .....	1,620	2,621	2,535	26	31
19 Leeds and Grenville .....	3,668	4,633	4,536	67	120
20 Lennox and Addington .....	2,444	3,061	2,681	62	46
21 Lincoln .....	1,737	2,201	1,816	49	43
22 Middlesex .....	4,782	6,571	6,165	431	217
23 Norfolk .....	2,872	3,396	3,019	129	74
24 Northumberland and Durham .....	3,831	5,662	4,774	118	130
25 Ontario .....	3,972	5,235	5,252	48	62
26 Oxford .....	4,106	5,001	4,415	146	123
27 Peel .....	1,901	2,612	2,351	28	35
28 Perth .....	3,095	4,029	4,093	109	108
29 Peterborough .....	2,114	2,600	2,238	46	45
30 Prescott and Russell .....	2,124	2,965	3,405	49	46
31 Prince Edward .....	1,286	1,667	1,253	69	61
32 Renfrew .....	5,300	5,802	5,168	93	80
33 Simcoe .....	5,601	7,901	8,107	315	311
34 Stormont .....	1,700	2,366	2,238	50	17
35 Victoria .....	2,827	3,245	2,756	162	110
36 Waterloo .....	2,374	3,517	2,982	51	48
37 Welland .....	1,959	2,912	2,562	53	58
38 Wellington .....	3,289	4,316	3,639	176	167
39 Wentworth .....	2,027	3,530	3,060	145	119
40 York .....	6,509	8,345	7,901	113	112
41 Algoma .....	1,466	2,290	2,288	42	38
42 Kenora .....	183	92	199	.....	.....
43 Manitoulin .....	821	1,443	838	20	114
44 Muskoka .....	1,525	2,257	1,753	38	46
45 Nipissing .....	1,226	1,766	1,521	37	23
46 Parry Sound .....	1,913	2,433	2,503	90	67
47 Rainy River .....	456	523	437	12	14
48 Sudbury .....	884	823	639	61	35
49 Thunder Bay .....	658	755	507	34	17
Totals .....	132,928	173,777	157,702	5,573	3,969

## SCHOOLS—Continued

## VARIOUS BRANCHES OF INSTRUCTION—Continued

Algebra		Geometry	Latin	French (beyond 4th Book)	French (Primer to 4th Book)	German (beyond 4th Book)	German (Primer to 4th Book)	Elementary Science	Commercial Subjects	Agriculture	Manual Training	Household Science
1	53	46	24	32	.....	.....	.....	39	2	47	118	31
2	64	55	15	5	.....	1	.....	18	12	6	.....	.....
3	21	25	.....	.....	5	.....	.....	1	2	65	.....	.....
4	50	42	32	9	4	.....	.....	23	33	.....	191	42
5	36	32	22	18	.....	.....	.....	18	17	109	51	51
6	169	165	53	3	.....	.....	.....	113	38	711	772	.....
7	7	6	2	.....	807	.....	.....	3	.....	36	.....	.....
8	48	31	7	9	3	1	.....	6	3	119	194	48
9	12	8	1	.....	.....	.....	.....	1	2	.....	48	.....
10	106	94	51	21	1	1	.....	35	18	94	152	.....
11	32	32	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
12	26	26	1	7	.....	.....	.....	11	.....	.....	.....	.....
13	25	22	4	.....	.....	.....	.....	.....	5	19	26	.....
14	85	40	21	4	.....	.....	.....	31	26	144	52	.....
15	237	207	72	2	2	.....	.....	105	67	122	259	66
16	235	211	17	.....	.....	.....	.....	219	62	608	1,030	156
17	127	119	55	27	.....	.....	.....	93	37	35	.....	.....
18	31	22	24	12	.....	.....	.....	45	29	20	.....	2
19	64	39	21	7	3	.....	.....	13	10	48	.....	.....
20	29	25	9	.....	.....	.....	.....	10	5	.....	18	.....
21	42	36	9	3	.....	.....	.....	13	.....	80	17	30
22	219	193	42	1	.....	3	.....	147	38	.....	1,898	51
23	71	31	1	.....	1	.....	.....	45	24	33	7	38
24	99	80	33	16	4	3	1	33	27	123	88	.....
25	58	40	8	1	1	.....	.....	34	35	44	49	30
26	127	120	28	7	.....	5	.....	80	73	138	274	.....
27	37	36	15	9	.....	.....	.....	22	8	.....	.....	.....
28	102	92	55	14	.....	7	4	49	25	251	97	.....
29	44	40	6	3	.....	.....	.....	1	1	.....	.....	33
30	46	45	7	4	.....	.....	.....	18	.....	3	.....	.....
31	59	30	33	19	.....	3	2	17	4	80	.....	25
32	80	80	5	3	.....	.....	.....	45	17	4	44	21
33	229	222	140	38	368	38	.....	208	189	969	26	14
34	18	16	1	.....	.....	.....	.....	8	3	123	349	12
35	107	93	15	1	6	.....	.....	28	46	71	65	16
36	43	33	18	5	.....	4	.....	19	20	201	.....	.....
37	56	25	.....	.....	.....	.....	.....	3	6	41	357	33
38	164	128	108	61	.....	3	.....	84	46	70	55	80
39	115	113	67	47	.....	.....	.....	69	43	115	190	70
40	111	105	4	4	.....	.....	.....	95	2	166	419	33
41	38	36	6	16	.....	.....	.....	35	21	111	61	.....
42	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
43	20	20	.....	.....	.....	.....	.....	2	9	34	31	13
44	28	27	.....	.....	.....	.....	.....	9	1	64	57	.....
45	16	15	9	1	722	1	.....	7	8	64	.....	.....
46	65	56	15	.....	.....	.....	.....	38	16	41	.....	.....
47	11	9	1	.....	.....	.....	.....	6	6	11	.....	.....
48	38	19	11	2	862	.....	.....	17	4	.....	.....	.....
49	14	10	3	.....	.....	.....	.....	12	10	9	.....	.....
3,514		2,997	1,071	411	2,789	70	7	1,928	1,050	5,009	6,995	895



THE PUBLIC  
II. TABLE B—NUMBER OF PUPILS IN THE

Cities	Reading					
	Primer	1st Book	2nd Book	3rd Book	4th Book	Beyond 4th Book
1 Belleville.....	607	244	295	257	295	.....
2 Brantford.....	979	520	711	568	496	.....
3 Chatham.....	380	311	370	295	297	.....
4 Fort William.....	481	245	316	322	244	.....
5 Guelph.....	396	275	371	469	276	108
6 Hamilton.....	2,104	1,508	1,942	2,420	1,977	469
7 Kingston.....	560	314	385	636	545	.....
8 London.....	1,280	912	1,515	1,425	1,401	.....
9 Niagara Falls.....	449	185	219	270	269	.....
10 Ottawa.....	1,618	992	1,530	1,541	1,432	352
11 Peterborough.....	655	370	471	395	408	.....
12 Port Arthur.....	440	195	280	313	262	.....
13 St. Catharines.....	471	224	244	405	352	.....
14 St. Thomas.....	486	379	407	400	407	.....
15 Stratford.....	373	274	318	461	404	.....
16 Toronto.....	10,670	7,057	10,263	10,193	7,822	739
17 Windsor.....	937	271	272	414	246	.....
18 Woodstock.....	491	162	199	250	324	.....
Totals.....	23,377	14,438	20,108	21,034	17,457	1,668
Towns						
1 Alexandria.....	18	5	12	11	15	.....
2 Alliston.....	78	25	45	39	49	.....
3 Almonte.....	55	55	70	70	52	.....
4 Amherstburg.....	61	53	53	52	48	.....
5 Arnprior.....	157	99	114	133	105	.....
6 Aurora.....	78	47	96	53	54	.....
7 Aylmer.....	54	49	87	76	84	.....
8 Barrie.....	197	135	228	177	254	.....
9 Berlin.....	351	284	554	423	349	.....
10 Blenheim.....	103	35	53	48	74	.....
11 Blind River.....	124	23	37	42	43	.....
12 Bonfield.....	15	6	1	3	3	.....
13 Bothwell.....	33	15	19	25	30	.....
14 Bowmanville.....	90	85	89	101	105	.....
15 Bracebridge.....	217	140	80	161	71	.....
16 Brampton.....	154	76	93	101	101	.....
17 Brockville.....	378	245	163	305	227	.....
18 Bruce Mines.....	62	30	34	35	36	.....
19 Cache Bay.....	25	29	28	30	15	4
20 Campbellford.....	171	103	107	113	125	.....
21 Carleton Place.....	180	124	117	137	98	.....
22 Chelmsford.....	5	2	.....	2	.....	3
23 Chesley.....	99	41	77	64	64	.....
24 Clinton.....	101	47	44	123	77	.....
25 Cobalt.....	325	118	108	66	86	.....
26 Cobourg.....	124	88	118	108	93	.....
27 Cochrane.....	58	25	15	12	7	.....
28 Collingwood.....	286	163	355	147	325	.....
29 Copper Cliff.....	208	106	67	47	58	.....
30 Cornwall.....	135	84	133	108	131	.....
31 Deseronto.....	148	59	86	95	62	.....
32 Dresden.....	98	87	50	51	58	.....
33 Dryden.....	47	37	27	15	38	13
34 Dundas.....	205	107	104	100	132	.....
35 Dunnville.....	137	53	61	102	102	.....
36 Durham.....	86	49	45	53	62	.....

## SCHOOLS—Continued

## VARIOUS BRANCHES OF INSTRUCTION—Continued

	Art	Geography	Music	Literature	Composition	Grammar	English History	Canadian History
1	1,698	1,580	1,698	1,697	1,698	300	481	683
2	3,274	3,274	3,274	3,274	3,274	728	1,006	1,006
3	1,653	1,395	1,653	1,653	1,653	297	1,060	849
4	1,608	1,608	1,608	1,608	1,608	242	242	566
5	1,787	1,742	1,548	1,768	1,798	673	586	784
6	10,351	9,648	10,405	9,850	6,808	4,866	4,878	6,215
7	2,440	1,916	1,915	2,285	2,356	518	745	788
8	6,533	6,533	6,533	6,533	6,533	1,401	2,825	4,523
9	1,384	1,225	1,096	1,341	1,334	549	543	543
10	7,465	7,465	7,465	7,465	7,465	2,251	2,917	2,407
11	2,299	2,299	2,299	2,299	2,299	408	1,274	1,274
12	1,490	1,050	1,490	855	1,050	575	575	575
13	1,225	1,225	.....	1,001	1,001	556	759	759
14	2,079	2,079	.....	2,079	2,079	407	407	807
15	1,830	1,830	1,830	1,830	1,830	820	820	874
16	45,657	45,134	46,002	43,095	44,863	29,151	9,294	14,594
17	2,140	932	2,140	2,140	2,140	246	660	660
18	1,426	1,426	.....	1,426	1,426	324	574	574
	96,339	92,361	90,956	92,199	91,215	44,312	29,646	38,481
1	61	61	61	61	61	15	26	26
2	236	236	236	236	236	88	42	46
3	302	192	302	302	302	192	122	122
4	267	153	267	206	206	100	48	100
5	608	608	608	608	608	238	238	352
6	328	203	328	328	328	107	107	203
7	350	250	151	350	350	160	160	160
8	937	937	937	937	937	431	431	431
9	1,961	1,681	1,961	1,961	1,961	613	333	705
10	313	175	313	313	313	122	122	122
11	269	148	.....	142	142	80	85	85
12	28	28	28	28	28	6	3	6
13	122	89	122	89	89	55	89	89
14	470	295	470	470	470	206	105	105
15	669	669	669	669	669	71	312	312
16	525	371	525	371	371	101	202	202
17	1,318	1,318	1,318	792	1,318	227	792	792
18	197	135	197	197	197	105	71	71
19	86	86	.....	86	86	77	19	49
20	619	619	619	619	619	125	238	345
21	656	352	.....	656	656	98	235	235
22	5	5	.....	5	7	6	4	5
23	345	345	345	345	345	128	128	236
24	392	392	319	392	392	200	112	244
25	703	378	703	378	703	152	56	96
26	531	407	531	407	407	201	46	95
27	117	34	117	34	34	34	34	34
28	1,276	1,165	1,108	1,276	1,276	436	540	986
29	486	172	.....	486	486	105	105	105
30	591	591	591	591	591	131	145	194
31	450	450	450	450	450	62	62	62
32	344	344	344	344	344	109	58	109
33	177	93	177	177	177	93	63	63
34	648	390	648	648	648	390	179	232
35	455	318	190	204	318	204	63	89
36	295	209	49	209	209	62	115	160

THE PUBLIC

II. TABLE B—NUMBER OF PUPILS IN THE

Cities—Concluded	Physiology and Hygiene	Nature Study	Physical Culture	Bookkeeping	Arithmetic and Mensuration	Algebra
1 Belleville .....	1,175	1,698	1,698	.....	.....	.....
2 Brantford .....	3,274	3,274	3,274	.....	.....	.....
3 Chatham .....	1,531	1,653	1,653	.....	.....	.....
4 Fort William .....	1,608	1,608	1,608	.....	.....	.....
5 Guelph .....	1,372	1,348	1,895	108	108	.....
6 Hamilton .....	8,712	9,882	10,420	469	469	469
7 Kingston .....	2,309	2,400	2,304	.....	.....	.....
8 London .....	6,533	6,533	6,533	.....	.....	.....
9 Niagara Falls .....	543	1,289	1,289	115	.....	.....
10 Ottawa .....	7,465	7,465	7,465	352	352	263
11 Peterborough .....	2,299	2,299	2,299	.....	.....	.....
12 Port Arthur .....	575	1,490	.....	.....	.....	.....
13 St. Catharines .....	759	1,225	1,696	.....	.....	.....
14 St. Thomas .....	2,079	2,079	2,079	.....	.....	.....
15 Stratford .....	1,830	1,830	1,830	.....	.....	.....
16 Toronto .....	41,423	44,866	46,230	1,809	739	.....
17 Windsor .....	932	2,140	2,140	.....	.....	.....
18 Woodstock .....	1,426	1,426	.....	.....	.....	.....
Totals .....	85,845	94,505	94,413	2,853	1,668	732
Towns						
1 Alexandria .....	26	61	61	.....	.....	.....
2 Alliston .....	49	236	197	.....	.....	.....
3 Almonte .....	122	302	268	.....	.....	.....
4 Amherstburg .....	267	267	267	.....	.....	.....
5 Arnprior .....	608	608	608	.....	.....	.....
6 Aurora .....	328	328	220	.....	.....	.....
7 Aylmer .....	350	350	350	54	.....	.....
8 Barrie .....	431	937	937	.....	.....	.....
9 Berlin .....	1,692	1,961	1,634	.....	.....	.....
10 Blenheim .....	313	313	313	.....	.....	.....
11 Blind River .....	85	85	.....	.....	.....	.....
12 Bonfield .....	28	6	28	.....	.....	.....
13 Bothwell .....	89	122	122	.....	.....	.....
14 Bowmanville .....	470	470	470	.....	.....	.....
15 Bracebridge .....	669	669	669	71	.....	.....
16 Brampton .....	295	295	525	.....	.....	.....
17 Brockville .....	1,318	1,318	1,318	.....	.....	.....
18 Bruce Mines .....	36	105	197	.....	.....	.....
19 Cache Bay .....	49	131	131	.....	.....	.....
20 Campbellford .....	619	619	619	77	.....	.....
21 Carleton Place .....	656	656	656	.....	.....	.....
22 Chelmsford .....	4	12	12	2	3	3
23 Chesley .....	345	345	345	.....	.....	.....
24 Clinton .....	392	392	392	.....	.....	.....
25 Cobalt .....	703	703	703	.....	.....	.....
26 Cobourg .....	201	201	531	.....	.....	.....
27 Cochrane .....	34	117	83	.....	.....	.....
28 Collingwood .....	1,221	1,276	1,105	.....	.....	.....
29 Copper Cliff .....	58	486	.....	.....	.....	.....
30 Cornwall .....	591	591	591	.....	.....	.....
31 Deseronto .....	62	450	450	.....	.....	.....
32 Dresden .....	344	344	344	.....	.....	.....
33 Dryden .....	66	177	177	13	13	13
34 Dundas .....	648	648	648	.....	.....	.....
35 Dunnville .....	370	455	392	.....	.....	.....
36 Durham .....	160	209	98	.....	.....	.....



### SCHOOLS—Continued

**VARIOUS BRANCHES OF INSTRUCTION—Continued**[illegible]

## THE PUBLIC

## II. TABLE B—NUMBER OF PUPILS IN THE

Towns—Continued	Reading					
	Primer	1st Book	2nd Book	3rd Book	4th Book	Beyond 4th Book
37 Englehart .....	70	17	28	24	36	5
38 Essex .....	89	54	73	48	63	.....
39 Forest .....	58	50	51	39	77	.....
40 Fort Frances .....	50	42	61	26	25	.....
41 Galt .....	351	113	333	316	321	.....
42 Gananoque .....	243	120	183	142	129	.....
43 Goderich .....	149	54	142	147	167	.....
44 Gore Bay .....	23	31	45	50	48	.....
45 Gravenhurst .....	114	58	107	50	63	.....
46 Haileybury .....	192	59	135	87	67	.....
47 Hanover .....	196	67	98	102	35	.....
48 Harriston .....	53	50	58	75	69	.....
49 Hawkesbury .....	60	13	22	40	42	.....
50 Hespeler .....	89	77	100	148	80	27
51 Huntsville .....	187	114	95	78	70	.....
52 Ingersoll .....	149	85	183	151	146	.....
53 Kearney .....	28	10	10	16	18	.....
54 Keewatin .....	59	38	46	48	34	.....
55 Kenora .....	320	170	194	177	118	.....
56 Kincardine .....	88	42	60	73	95	.....
57 Kingsville .....	112	29	58	88	55	17
58 Latchford .....	51	23	23	10	25	7
59 Leamington .....	53	137	97	89	78	.....
60 Lindsay .....	245	101	211	224	222	.....
61 Listowel .....	100	66	75	123	104	.....
62 Little Current .....	140	35	30	63	47	.....
63 Massey .....	50	13	43	27	32	15
64 Mattawa .....	13	6	9	14	13	2
65 Meaford .....	184	50	98	90	104	.....
66 Midland .....	459	189	207	202	160	.....
67 Milton .....	124	136	40	30	76	.....
68 Mitchell .....	38	39	36	78	98	.....
69 Mount Forest .....	68	39	50	76	56	.....
70 Napanee .....	115	81	97	95	144	.....
71 New Liskeard .....	181	35	105	65	92	.....
72 Newmarket .....	183	48	85	90	73	.....
73 Niagara .....	63	28	26	48	64	.....
74 North Bay .....	198	231	101	155	117	.....
75 North Toronto .....	447	189	196	148	121	.....
76 Oakville .....	117	58	106	49	57	.....
77 Orangeville .....	92	72	80	95	99	.....
78 Orillia .....	341	213	257	207	182	52
79 Oshawa .....	415	200	234	270	116	.....
80 Owen Sound .....	461	352	506	415	404	.....
81 Palmerston .....	74	55	54	38	78	.....
82 Paris .....	102	77	80	129	143	.....
83 Parkhill .....	27	34	41	43	60	.....
84 Parry Sound .....	331	139	215	144	91	.....
85 Pembroke .....	180	109	131	133	152	.....
86* Penetanguishene .....	254	135	115	110	101	.....
87 Perth .....	98	41	87	87	89	.....
88 Petrolea .....	217	95	98	185	115	.....
89 Picton .....	102	68	119	83	109	.....
90 Port Hope .....	203	123	92	156	166	.....

\*Including Protestant Separate School.

## SCHOOLS—Continued

## VARIOUS BRANCHES OF INSTRUCTION—Continued

	Art	Geography	Music	Literature	Composition	Grammar	English History	Canadian History
37	180	180	.....	93	93	41	65	65
38	327	238	264	268	268	111	63	111
39	275	167	275	167	275	116	116	116
40	204	112	204	112	112	51	51	51
41	1,434	1,434	958	1,434	1,434	698	510	800
42	817	574	422	817	817	188	129	454
43	659	510	659	458	458	314	263	314
44	197	197	197	197	197	197	197	197
45	392	392	392	392	392	116	72	245
46	540	348	540	348	540	96	96	307
47	498	498	498	498	498	137	235	235
48	305	305	305	305	305	144	154	148
49	177	177	177	177	177	42	82	104
50	521	521	.....	393	393	153	107	255
51	410	312	.....	344	290	173	46	146
52	714	714	714	714	714	297	283	152
53	34	34	.....	72	44	34	18	34
54	117	117	225	177	177	93	93	93
55	979	489	490	659	659	295	118	295
56	358	300	358	358	358	120	210	305
57	359	218	.....	218	218	160	72	218
58	109	59	88	109	109	40	30	29
59	401	311	.....	311	361	167	167	167
60	1,003	883	1,003	747	894	386	329	448
61	468	302	468	302	468	227	104	154
62	315	140	315	315	315	140	110	110
63	180	130	92	130	130	74	74	94
64	57	39	57	57	39	30	30	14
65	526	526	526	526	526	194	194	194
66	1,217	1,217	.....	1,217	1,217	362	362	569
67	406	406	406	406	406	146	76	176
68	289	217	191	289	289	217	98	176
69	289	289	289	289	289	132	132	132
70	532	532	532	532	532	144	144	144
71	297	297	478	297	297	157	157	262
72	479	479	479	479	479	163	163	296
73	229	229	170	167	166	64	175	186
74	802	604	802	802	604	117	373	373
75	1,101	786	1,047	1,101	915	195	454	438
76	387	387	387	387	387	106	106	106
77	438	332	376	438	438	194	157	253
78	1,252	911	983	911	440	397	287	650
79	1,235	1,114	946	1,114	1,114	281	448	402
80	2,138	2,138	2,138	2,138	2,138	604	819	819
81	299	299	299	225	299	225	78	116
82	531	531	531	531	531	143	272	272
83	205	205	205	205	205	103	60	103
84	920	920	920	589	920	340	74	180
85	705	705	705	705	705	152	525	220
86	705	451	705	451	451	273	326	326
87	402	402	402	402	402	222	89	176
88	710	710	710	710	710	115	300	300
89	481	481	481	481	481	109	192	311
90	740	740	740	740	740	166	166	322



## THE PUBLIC

## II. TABLE B—NUMBER OF PUPILS IN THE

Towns—Continued	Physiology and Hygiene	Nature Study	Physical Culture	Bookkeeping	Arithmetic and Mensuration	Algebra
37 Englehart .....	93	180	180	.....	5	5
38 Essex .....	238	327	264	.....	.....	.....
39 Forest .....	116	275	275	.....	.....	.....
40 Fort Frances .....	112	204	204	.....	.....	.....
41 Galt .....	1,434	1,434	1,071	.....	.....	.....
42 Gananoque .....	817	817	817	.....	.....	.....
43 Goderich .....	523	659	659	.....	.....	.....
44 Gore Bay .....	197	197	197	.....	.....	.....
45 Gravenhurst .....	194	392	282	.....	.....	.....
46 Haileybury .....	540	540	540	.....	.....	.....
47 Hanover .....	498	498	.....	.....	.....	.....
48 Harriston .....	305	305	305	.....	.....	.....
49 Hawkesbury .....	177	177	177	.....	.....	.....
50 Hespeler .....	255	521	521	12	12	12
51 Huntsville .....	275	.....	.....	.....	.....	.....
52 Ingersoll .....	714	714	714	.....	.....	.....
53 Kearney .....	34	54	.....	.....	.....	.....
54 Keewatin .....	93	225	225	.....	.....	.....
55 Kenora .....	489	489	979	.....	.....	.....
56 Kincardine .....	358	358	358	53	.....	.....
57 Kingsville .....	247	247	359	17	17	17
58 Latchford .....	59	109	109	7	7	7
59 Leamington .....	311	264	454	.....	.....	.....
60 Lindsay .....	715	835	1,003	.....	.....	.....
61 Listowel .....	104	468	468	.....	.....	.....
62 Little Current .....	110	315	315	.....	.....	.....
63 Massey .....	59	51	.....	15	15	15
64 Mattawa .....	39	57	57	.....	.....	.....
65 Meaford .....	526	526	526	.....	.....	.....
66 Midland .....	569	1,217	1,217	.....	.....	.....
67 Milton .....	406	406	406	.....	.....	.....
68 Mitchell .....	217	289	289	.....	.....	.....
69 Mount Forest .....	289	289	289	.....	.....	.....
70 Napanee .....	532	532	532	.....	.....	.....
71 New Liskeard .....	297	478	478	.....	.....	.....
72 Newmarket .....	479	479	.....	.....	.....	.....
73 Niagara .....	186	186	.....	.....	.....	.....
74 North Bay .....	604	802	802	.....	.....	.....
75 North Toronto .....	915	915	915	.....	.....	.....
76 Oakville .....	387	387	387	.....	.....	.....
77 Orangeville .....	315	366	438	.....	.....	.....
78 Orillia .....	744	1,088	1,088	52	52	.....
79 Oshawa .....	626	885	1,235	.....	.....	.....
80 Owen Sound .....	819	2,138	2,138	.....	.....	.....
81 Palmerston .....	225	299	299	.....	.....	.....
82 Paris .....	378	531	531	.....	.....	.....
83 Parkhill .....	103	205	205	60	.....	.....
84 Parry Sound .....	920	920	920	.....	.....	.....
85 Pembroke .....	705	705	705	.....	.....	.....
86* Penetanguishene .....	451	705	705	.....	.....	.....
87 Perth .....	402	402	402	.....	.....	.....
88 Petrolea .....	300	710	710	.....	.....	.....
89 Picton .....	481	481	481	.....	.....	.....
90 Port Hope .....	322	740	740	.....	.....	.....

\* Including Protestant Separate School.

## SCHOOLS—Continued

### VARIOUS BRANCHES OF INSTRUCTION—Continued

[illegible]

## THE PUBLIC

## II. TABLE B—NUMBER OF PUPILS IN THE

Towns—Continued	Reading					
	Primer	1st Book	2nd Book	3rd Book	4th Book	Beyond 4th Book
91 Powassan .....	68	27	46	32	34	.....
92 Prescott .....	70	89	34	50	71	.....
93 Preston .....	121	72	135	95	86	.....
94 Rainy River .....	81	52	25	22	31	12
95 Renfrew .....	123	62	86	88	90	.....
96 Ridgetown .....	121	68	42	62	55	.....
97 Rockland .....	19	10	8	11	18	.....
98 St. Mary's .....	143	72	74	109	138	.....
99 Sandwich .....	58	40	30	26	44	.....
100 Sarnia .....	400	235	258	294	303	.....
101 Sault Ste. Marie .....	588	265	258	273	262	.....
102 Seaforth .....	58	45	44	64	86	.....
103 Simcoe .....	119	109	131	126	144	.....
104 Smith's Falls .....	411	153	232	177	236	.....
105 Southampton .....	97	56	67	78	66	.....
106 Stayner .....	63	18	51	49	50	.....
107 Steelton .....	275	80	102	97	108	.....
108 Strathroy .....	116	85	113	110	121	.....
109 Sturgeon Falls .....	56	28	53	31	30	4
110 Sudbury .....	79	97	49	111	96	.....
111 Thessalon .....	173	64	77	70	63	.....
112 Thornbury .....	40	9	31	18	39	.....
113 Thorold .....	113	52	101	82	53	.....
114 Tilbury .....	32	16	30	20	25	.....
115 Tillsonburg .....	81	106	120	96	144	.....
116 Trenton .....	156	119	124	109	95	.....
117 Uxbridge .....	72	38	69	89	74	.....
118 Vankleek Hill .....	49	6	32	38	44	.....
119 Walkerton .....	92	48	54	68	71	.....
120 Walkerville .....	121	50	74	107	69	.....
121 Wallaceburg .....	285	81	110	96	72	.....
122 Waterloo .....	95	82	162	117	115	.....
123 Webbwood .....	76	28	23	52	37	.....
124 Welland .....	290	125	162	138	119	.....
125 Whitby .....	103	37	50	66	102	.....
126 Wiarton .....	129	100	77	77	127	.....
127 Wingham .....	53	56	91	104	85	.....
Totals .....	18,095	9,919	12,421	12,176	11,982	161
Totals						
1 Rural Schools .....	55,426	27,855	41,088	40,794	43,183	4,191
2 Cities .....	23,377	14,438	20,108	21,034	17,457	1,668
3 Towns .....	18,095	9,919	12,421	12,176	11,982	161
4 Villages .....	6,816	3,615	4,792	4,602	5,034	320
5 Grand Totals, 1911 .....	103,714	55,827	78,409	78,606	77,656	6,340
6 Percentages .....	25.89	13.94	19.57	19.62	19.39	1.58



SCHOOLS—Continued

VARIOUS BRANCHES OF INSTRUCTION—Continued

	Art	Geography	Music	Literature	Composition	Grammar	English History	Canadian History
91	207	207	173	207	207	108	108	207
92	314	314	314	314	314	71	146	146
93	509	509	509	388	388	181	52	34
94	223	150	191	223	150	86	42	108
95	449	449	449	449	449	90	178	178
96	348	348	348	227	348	117	348	348
97	66	66	37	66	66	18	29	29
98	536	321	321	321	393	247	138	247
99	198	109	82	126	126	86	58	70
100	1,490	1,490	1,490	1,490	1,490	303	597	597
101	1,646	1,646	1,646	1,646	1,646	614	456	535
102	297	150	194	150	194	86	61	25
103	629	629	629	629	629	204	270	270
104	1,209	1,209	1,209	1,209	1,209	413	413	645
105	364	364	364	364	364	160	66	160
106	231	168	231	231	231	99	25	99
107	662	662	662	438	387	205	73	205
108	545	545	545	545	545	231	499	545
109	202	146	.....	146	146	83	53	83
110	432	432	432	432	432	96	51	45
111	447	447	447	447	447	63	133	133
112	137	104	137	123	104	57	49	57
113	401	288	231	288	288	236	177	201
114	123	97	.....	123	123	76	76	76
115	547	547	547	547	547	144	60	360
116	603	603	603	603	603	204	204	204
117	342	270	342	342	270	74	163	232
118	169	169	125	169	169	70	120	120
119	333	271	333	225	225	169	71	139
120	421	290	421	377	421	176	115	176
121	644	644	325	644	644	153	153	249
122	571	571	434	571	434	434	232	290
123	216	216	216	216	216	216	216	216
124	834	766	834	834	834	328	257	257
125	358	254	358	254	254	168	111	168
126	510	434	369	434	434	204	127	204
127	389	336	304	389	389	189	189	189
	64,104	55,729	54,685	57,859	58,866	22,524	21,957	28,278
1	193,418	156,553	117,234	169,627	167,991	82,037	78,463	96,622
2	96,339	92,361	90,956	92,199	91,215	44,312	29,646	38,481
3	64,104	55,729	54,685	57,859	58,866	22,524	21,957	28,278
4	24,156	20,641	17,518	21,696	21,505	10,418	10,030	12,232
5	378,017	325,284	280,393	341,381	339,577	159,291	140,096	175,613
6	94.37	81.20	70.	85.22	84.77	39.76	34.97	43.84

## THE PUBLIC

## II. TABLE B—NUMBER OF PUPILS IN THE

Towns—Concluded	Physiology and Hygiene	Nature Study	Physical Culture	Bookkeeping	Arithmetic and Mensuration	Algebra
91 Powassan .....	82	207	207	.....	.....	.....
92 Prescott .....	314	314	314	.....	.....	.....
93 Preston .....	509	509	509	.....	.....	.....
94 Rainy River .....	223	221	223	12	12	12
95 Renfrew .....	449	449	449	.....	.....	.....
96 Ridgetown .....	348	348	348	.....	.....	.....
97 Rockland .....	66	66	66	.....	.....	.....
98 St. Mary's .....	138	321	.....	.....	.....	.....
99 Sandwich .....	70	70	.....	.....	.....	.....
100 Sarnia .....	1,490	1,490	1,490	.....	.....	.....
101 Sault Ste. Marie .....	1,646	1,646	1,646	.....	.....	.....
102 Seaforth .....	86	150	194	.....	.....	.....
103 Simcoe .....	629	629	629	.....	.....	.....
104 Smith's Falls .....	1,209	1,209	1,209	.....	.....	.....
105 Southampton .....	364	364	.....	.....	.....	.....
106 Stayner .....	231	231	231	.....	.....	.....
107 Steelton .....	239	662	662	.....	.....	.....
108 Strathroy .....	545	545	545	.....	.....	.....
109 Sturgeon Falls .....	53	83	30	4	4	4
110 Sudbury .....	432	432	.....	.....	.....	.....
111 Thessalon .....	447	447	447	.....	.....	.....
112 Thornbury .....	137	137	137	.....	.....	.....
113 Thorold .....	288	401	252	53	.....	.....
114 Tilbury .....	76	123	86	.....	.....	.....
115 Tillsonburg .....	547	547	547	.....	.....	.....
116 Trenton .....	603	603	603	.....	.....	.....
117 Uxbridge .....	232	342	342	.....	.....	.....
118 Vankleek Hill .....	169	169	169	40	.....	.....
119 Walkerton .....	139	46	333	.....	.....	.....
120 Walkerville .....	250	421	421	.....	.....	.....
121 Wallaceburg .....	563	563	563	.....	.....	.....
122 Waterloo .....	290	382	530	.....	.....	.....
123 Webbwood .....	216	216	216	37	.....	.....
124 Welland .....	824	452	834	.....	.....	.....
125 Whitby .....	218	254	358	.....	.....	.....
126 Wiarton .....	434	434	398	.....	.....	.....
127 Wingham .....	189	339	389	46	.....	.....
Totals .....	49,758	59,510	57,809	625	140	88
Totals						
1 Rural Schools .....	132,928	173,777	157,702	5,573	3,969	3,514
2 Cities .....	85,845	94,505	94,413	2,853	1,668	732
3 Towns .....	49,758	59,510	57,809	625	140	88
4 Villages .....	17,260	21,846	17,567	999	261	264
5 Grand Totals, 1911 .....	285,791	349,638	327,491	10,050	6,038	4,598
6 Percentages .....	71.34	87.28	81.75	2.51	1.51	1.14

SCHOOLS—Continued

VARIOUS BRANCHES OF INSTRUCTION—Concluded

	Geometry	Latin	French (beyond 4th Book)	French (Primer to 4th Book)	German (beyond 4th Book)	German (Primer to 4th Book)	Elementary Science	Commercial Subjects	Agriculture	Manual Training	Household Science
91	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
92	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
93	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
94	12	10	.....	.....	6	.....	12	.....	.....	157	.....
95	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
96	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
97	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
98	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
99	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
100	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
101	.....	.....	.....	.....	.....	.....	.....	.....	.....	55	48
102	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
103	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
104	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
105	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
106	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
107	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
108	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
109	4	4	.....	.....	.....	.....	.....	.....	.....	.....	.....
110	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
111	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
112	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
113	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	60
114	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
115	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
116	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
117	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
118	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
119	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
120	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
121	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
122	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
123	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
124	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
125	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
126	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
127	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	88	64	22	.....	11	1,263	81	92	173	2,818	1,319
1	2,997	1,071	411	2,789	70	7	1,928	1,050	5,009	6,995	895
2	682	.....	.....	.....	.....	.....	569	1,668	.....	49,241	15,907
3	88	64	22	.....	11	1,263	81	92	173	2,818	1,319
4	256	135	61	.....	8	.....	211	100	399	984	182
5	4,023	1,270	494	2,789	89	1,270	2,789	2,910	5,581	60,038	18,303
6	1.	.31	.12	.69	.02	.31	.69	.72	1.39	14.98	4.57



## THE PUBLIC

## III. TABLE C—TEACHERS, SALARIES,

Rural Schools	Teachers			Salaries	
	Number of Teachers	Male	Female	Highest salary, male	Highest salary, female
1 Brant.....	73	15	58	\$800	\$800
2 Bruce .....	176	22	154	800	650
3 Carleton .....	124	13	111	850	600
4 Dufferin.....	93	8	85	675	615
5 Dundas .....	83	17	66	675	600
6 Elgin .....	114	17	97	700	700
7 Essex.....	124	25	99	800	650
8 Frontenac .....	146	16	130	650	600
9 Glengarry .....	79	8	71	625	500
10 Grey.....	232	45	187	725	600
11 Haldimand .....	77	10	67	750	650
12 Haliburton .....	61	9	52	650	450
13 Halton .....	58	7	51	700	600
14 Hastings .....	187	30	157	800	650
15 Huron.....	195	39	156	900	575
16 Kent .....	139	17	122	675	625
17 Lambton .....	172	24	148	775	600
18 Lanark .....	126	11	115	587	600
19 Leeds and Grenville .....	236	23	213	600	700
20 Lennox and Addington .....	119	12	107	600	575
21 Lincoln .....	72	13	59	700	650
22 Middlesex .....	204	33	171	700	650
23 Norfolk .....	103	23	80	700	675
24 Northumberland and Durham .....	212	39	173	700	650
25 Ontario .....	124	27	97	750	600
26 Oxford .....	126	25	101	875	650
27 Peel .....	81	13	68	700	675
28 Perth .....	121	29	92	700	650
29 Peterborough .....	104	11	93	650	600
30 Prescott and Russell.....	101	6	95	650	550
31 Prince Edward .....	76	13	63	550	650
32 Renfrew .....	162	12	150	750	550
33 Simcoe .....	227	47	180	850	625
34 Stormont.....	82	7	75	650	600
35 Victoria.....	111	16	95	700	600
36 Waterloo .....	103	28	75	800	650
37 Welland.....	87	8	79	725	650
38 Wellington .....	152	24	128	1,000	750
39 Wentworth .....	92	14	78	850	700
40 York .....	193	43	150	1,200	700
41 Algoma .....	70	11	59	650	600
42 Kenora.....	13	2	11	525	600
43 Manitoulin .....	48	3	45	525	550
44 Muskoka .....	106	7	99	500	500
45 Nipissing .....	91	14	77	900	750
46 Parry Sound .....	129	19	110	835	700
47 Rainy River.....	30	9	21	750	600
48 Sudbury .....	64	9	55	1,300	700
49 Thunder Bay.....	30	9	21	1,200	700
1 Totals, Rural Schools .....	5,728	882	4,846	1,300	800
2 " Cities .....	1,912	280	1,632	2,200	2,000
3 " Towns .....	1,217	156	1,061	1,600	825
4 " Villages .....	492	91	401	1,500	750
*5 Grand Totals, 1911.....	9,349	1,409	7,940	2,200	2,000
6 Grand Totals, 1910.....	9,369	1,621	7,748	2,100	1,900
7 Increases .....	.....	.....	.....	100	100
8 Decreases .....	.....	.....	.....	.....	.....
9 Percentages .....	.....	15.07	84.92	.....	.....

\* Apparent decreases in the number of teachers, in the numbers of First Class certificates and University Graduates, and in the salaries of First Class certificated teachers in a few cases, are caused by the exclusion of the Continuation School teachers from the above table. In 1911 there were increases of 195 in the number of Public School teachers, 31 in the number with First Class certificates, and 8 in the number of University Graduates.

### SCHOOLS—Continued

## CERTIFICATES, EXPERIENCE, ETC.

## Salaries—Continued

[illegible]

## THE PUBLIC

## III. TABLE C—TEACHERS, SALARIES,

Rural Schools—Continued	Salaries—Continued			Number who have ever attended a Model School in Ontario
	Average salary, female teachers with III or District certificates	Average salary, male teachers with Temporary certificates	Average salary, female teachers with Temporary certificates	
1 Brant .....	\$464	\$500	\$485	24
2 Bruce .....	471	427	427	32
3 Carleton .....	418	454	393	36
4 Dufferin .....	487	.....	468	31
5 Dundas .....	465	.....	475	45
6 Elgin .....	497	350	435	35
7 Essex .....	479	492	452	32
8 Frontenac .....	391	328	308	72
9 Glengarry .....	403	425	366	39
10 Grey .....	469	446	442	85
11 Haldimand .....	472	.....	450	48
12 Haliburton .....	347	362	331	1
13 Halton .....	491	525	500	31
14 Hastings .....	443	433	396	81
15 Huron .....	473	510	431	99
16 Kent .....	508	.....	494	30
17 Lambton .....	493	.....	465	76
18 Lanark .....	374	356	325	65
19 Leeds and Grenville .....	392	343	358	127
20 Lennox and Addington .....	373	330	334	49
21 Lincoln .....	470	.....	425	36
22 Middlesex .....	483	425	471	81
23 Norfolk .....	455	386	421	20
24 Northumberland & Durham .....	460	470	440	89
25 Ontario .....	462	482	433	23
26 Oxford .....	461	417	425	31
27 Peel .....	470	463	433	8
28 Perth .....	450	.....	375	53
29 Peterborough .....	450	425	362	23
30 Prescott and Russell .....	394	392	368	60
31 Prince Edward .....	424	420	377	35
32 Renfrew .....	381	372	325	106
33 Simcoe .....	454	450	437	87
34 Stormont .....	405	.....	387	74
35 Victoria .....	450	461	405	36
36 Waterloo .....	484	469	466	39
37 Welland .....	453	500	442	53
38 Wellington .....	484	475	453	79
39 Wentworth .....	458	575	433	24
40 York .....	470	462	419	59
41 Algoma .....	425	451	409	31
42 Kenora .....	490	525	458	2
43 Manitoulin .....	445	475	380	8
44 Muskoka .....	376	342	338	32
45 Nipissing .....	468	449	385	22
46 Parry Sound .....	405	419	358	33
47 Rainy River .....	537	456	455	4
48 Sudbury .....	468	431	380	13
49 Thunder Bay .....	506	444	462	11
1 Totals, Rural Schools .....	433	430	385	2,212
2 " Cities .....	633	.....	500	1,485
3 " Towns .....	447	512	454	796
4 " Villages .....	414	446	380	335
5 Grand Totals, 1911 .....	435	431	386	4,828
6 Grand Totals, 1910 .....	405	412	365	4,582
7 Increases .....	30	19	21	246
8 Decreases .....	.....	.....	.....	.....
9 Percentages .....	.....	.....	.....	51.64



## SCHOOLS—Continued

## CERTIFICATES, EXPERIENCE, ETC.—Continued

Number who have ever attended a Normal School in Ontario	Number who have ever attended the Normal College or F. of E. in Ontario	Number of University Graduates	Certificates—Continued				
			1st Class or Interim 1st Class	2nd Class or Interim 2nd Class	3rd Class	District	Temporary
1	53	4	3	49	15	.....	6
2	105	1	1	96	30	4	45
3	72	.....	.....	70	30	1	23
4	48	5	4	43	32	.....	14
5	72	1	2	70	9	1	1
6	96	3	4	89	12	.....	9
7	66	1	1	64	29	9	21
8	27	.....	.....	24	47	6	69
9	18	.....	.....	17	34	6	22
10	124	4	5	113	53	1	60
11	50	3	4	48	24	.....	1
12	3	2	.....	3	2	10	46
13	47	2	2	40	10	1	5
14	76	5	5	68	45	9	60
15	149	4	4	144	30	.....	17
16	119	5	5	115	15	.....	4
17	134	8	8	127	31	.....	6
18	31	.....	.....	25	50	.....	51
19	68	3	2	70	94	.....	70
20	22	1	1	21	41	5	51
21	56	.....	.....	53	13	.....	6
22	185	7	6	183	7	.....	8
23	66	5	5	59	24	2	13
24	111	5	4	99	50	1	58
25	76	2	3	74	23	1	23
26	110	3	4	108	7	.....	7
27	60	4	4	56	9	3	9
28	111	2	2	104	12	.....	3
29	43	.....	.....	39	16	6	43
30	22	1	1	18	28	22	32
31	17	1	1	14	33	1	27
32	24	.....	.....	23	58	38	43
33	79	4	4	81	90	4	48
34	33	1	1	30	42	7	2
35	65	1	1	61	27	.....	22
36	75	6	5	73	16	.....	9
37	56	4	6	51	20	.....	10
38	107	12	12	99	23	1	17
39	72	9	9	66	12	.....	5
40	148	10	12	135	35	.....	11
41	4	.....	.....	4	22	8	36
42	.....	.....	.....	.....	3	.....	10
43	4	1	.....	7	10	3	28
44	7	.....	.....	9	25	12	60
45	6	1	1	8	18	7	57
46	14	.....	.....	13	21	17	78
47	4	.....	.....	4	2	2	22
48	11	1	.....	12	12	1	39
49	5	2	2	5	11	.....	12
1	2,951	131	14	134	2,784	1,302	1,319
2	1,635	294	56	375	1,519	15	3
3	1,034	80	12	96	1,010	78	19
4	387	23	5	25	378	63	18
*5	6,007	528	87	630	5,691	1,458	1,359
6	5,421	728	113	814	5,167	1,942	1,148
7	586	.....	.....	.....	524	.....	211
8	.....	.....	.....	.....	484	87	.....
9	64.25	5.65	.93	6.74	60.87	15.59	14.53

\* Apparent decreases in the number of teachers, in the numbers of First Class certificates and University Graduates, and in the salaries of First Class certificated teachers in a few cases, are caused by the exclusion of the Continuation School teachers from the above table. In 1911 there were increases of 195 in the number of Public School teachers, 31 in the number with First Class certificates, and 8 in the number of University Graduates.

## THE PUBLIC

## III. TABLE C—TEACHERS, SALARIES,

## Experience

	Average experience in years of male teachers	Average experience in years of female teachers	Average experience in years of all teachers	Average experience, male teachers with I Class certificates	Average experience, female teachers with I Class certificates
1 Totals, Rural Schools .....	8.39	4.22	4.86	13.26	4.96
2 " Cities.....	17.91	14.34	14.86	17.01	11.29
3 " Towns.....	18.28	10.04	11.10	22.84	8.91
4 " Villages .....	16.61	8.11	9.68	13.50	6.44
5 Grand Totals, 1911 .....	11.90	7.28	7.97	17.29	8.77
6 Grand Totals, 1910 .....	11.46	7.04	7.80	15.87	7.96
7 Increases .....	.44	.24	.17	1.42	.81
8 Decreases .....					
9 Percentages .....					

## THE PUBLIC

## III. TABLE C—TEACHERS, SALARIES,

## Experience—Continued

	2 Years, but less than 3 Years	3 Years	4 Years	5 Years	6 Years	7 Years	8 Years	9 Years	10 Years	11 Years	12 Years	13 Years	14 Years	15 Years	16 Years
1 Totals, Rural Sch's	724	631	485	345	266	173	132	80	103	72	90	54	64	60	49
2 " Cities ....	57	78	93	94	80	84	93	97	88	84	68	65	59	54	43
3 " Towns ...	94	76	88	78	65	64	50	48	50	45	41	40	28	32	20
4 " Villages..	47	34	43	32	20	24	22	18	21	11	13	8	12	12	14
5 Grand Totals, 1911	922	819	709	549	431	345	297	243	262	212	212	167	163	158	126
6 Grand Totals, 1910	807	1,008	622	501	479	323	306	274	273	228	234	172	166	165	118
7 Increases .....	115	.....	87	48	.....	22	.....	.....	.....	.....	.....	.....	.....	.....	8
8 Decreases .....	.....	189	.....	.....	48	.....	9	31	11	16	22	5	3	7	.....
9 Percentages.....	9.86	8.76	7.58	5.87	4.61	3.69	3.18	2.60	2.80	2.27	2.27	1.78	1.74	1.69	1.35

## SCHOOLS—Continued

## CERTIFICATES, EXPERIENCE, ETC.—Continued

## Experience—Continued

	Average experience, male teachers with II Class certificates	Average experience, female teachers with II Class certificates	Average experience, male teachers with III or District certificates	Average experience, female teachers with III or District certificates	Average experience, male teachers with Temporary certificates	Average experience, female teachers with Temporary certificates	Number of teachers who at end of year have taught less than a year.	One year, but less than two years
1	11.88	5.32	6.36	4.24	1.27	11.87	1,171	899
2	19.68	14.65	.....	25.33	.....	5.83	20	41
3	17.51	10.29	24.50	9.91	1.	2.79	46	66
4	17.40	8.77	14.50	6.80	.66	3.38	34	37
5	14.30	9.13	6.65	4.92	1.26	1.92	1,271	1,043
6	15.01	9.24	5.15	4.35	1.43	1.76	1,153	1,119
7	.....	.....	1.50	.57	.....	.16	118	.....
8	.71	.11	.....	.....	.17	.....	.....	76
9	.....	.....	.....	.....	.....	.....	13.6	11.15

## SCHOOLS—Continued

## CERTIFICATES, EXPERIENCE, ETC.—Concluded

## Experience—Concluded

	17 Years	18 Years	19 Years	20 Years	21 Years	22 Years	23 Years	24 Years	25 Years	26 Years	27 Years	28 Years	29 Years	30 Years	31 Years	32 Years	33 Years	34 Years	35 Years	36 Years	37 Years	38 Years	39 Years	40 Years and over
1	26	35	23	40	25	13	22	14	14	15	18	10	6	12	8	9	5	5	7	4	2	3	5	9
2	38	59	51	48	39	33	40	53	47	46	42	20	27	28	17	24	18	12	9	7	8	6	7	35
3	32	17	23	24	16	18	19	18	14	13	10	10	3	12	9	9	4	3	7	2	3	1	4	15
4	7	9	7	9	6	5	4	4	...	5	2	3	3	4	4	5	2	3	1	...	...	...	1	6
5	103	120	104	121	86	69	85	89	75	79	72	43	39	56	38	47	29	23	24	13	13	10	17	65
6	118	110	92	123	78	96	85	87	95	59	65	43	54	44	46	41	26	23	18	19	10	15	16	58
7	....	10	12	....	8	....	....	2	....	20	7	....	....	12	....	6	3	....	6	....	3	....	1	7
8	15	....	....	2	....	27	....	....	20	....	....	....	15	....	8	....	....	....	....	6	....	5	....	....
9	1.10	1.28	1.11	1.29	.92	.73	.91	.95	.80	.84	.77	.46	.42	.60	.41	.50	.31	.24	.26	.14	.14	.11	.18	.69



## THE PUBLIC

## IV. TABLE D—SCHOOL

Rural Schools	School Houses					School Visits					
	Number of Schools	Brick	Stone	Concrete	Frame	Log	By Inspector	By Trustees	By Clergymen	By other persons	Total
1 Brant .....	61	47	2	1	11	.....	150	83	24	282	539
2 Bruce .....	169	112	16	4	35	..... 2	353	103	45	91	592
3 Carleton .....	115	28	18	3	61	..... 5	224	56	30	77	387
4 Dufferin .....	91	61	5	.....	25	.....	161	77	35	130	403
5 Dundas .....	76	7	9	1	59	.....	198	60	23	107	388
6 Elgin .....	99	74	.....	2	23	.....	262	74	22	102	460
7 Essex .....	109	35	3	1	70	.....	245	99	38	103	485
8 Frontenac .....	143	11	22	.....	106	..... 4	326	174	57	193	750
9 Glengarry .....	74	4	.....	1	68	..... 1	200	67	34	115	416
10 Grey .....	222	124	50	3	44	..... 1	454	172	73	283	982
11 Haldimand .....	74	63	.....	2	9	.....	125	25	17	87	254
12 Haliburton . ....	59	3	2	.....	46	..... 8	117	61	72	196	446
13 Halton .....	56	28	13	6	9	.....	122	104	9	174	409
14 Hastings .....	177	55	14	2	103	..... 3	436	191	68	1,579	2,274
15 Huron .....	183	106	7	3	67	.....	335	243	58	357	993
16 Kent .....	131	84	.....	.....	47	.....	307	96	38	133	574
17 Lambton .....	166	86	1	.....	79	.....	344	114	34	138	630
18 Lanark .....	122	19	12	.....	85	..... 6	264	100	42	565	971
19 Leeds & Grenville.	226	60	79	1	82	..... 4	483	274	36	296	1,089
20 Lennox and Ad- dington .....	112	23	7	3	77	..... 2	226	130	30	301	687
21 Lincoln .....	63	28	10	.....	25	.....	148	80	19	210	457
22 Middlesex .....	182	136	.....	1	45	.....	406	130	42	191	769
23 Norfolk .....	98	62	6	5	25	.....	211	59	17	191	478
24 Northumberland & Durham .....	202	140	11	1	50	.....	438	276	77	642	1,433
25 Ontario .....	114	67	1	.....	46	.....	259	114	52	207	632
26 Oxford .....	108	88	4	1	15	.....	274	120	23	150	567
27 Peel .....	75	55	6	3	11	.....	188	73	21	75	357
28 Perth .....	112	84	5	.....	23	.....	343	110	22	85	560
29 Peterborough .....	99	49	3	3	38	..... 6	256	64	68	162	550
30 Prescott and Rus- sell .....	90	9	.....	1	74	..... 6	205	72	45	122	444

SCHOOLS—Continued

HOUSES, PRAYERS, ETC.

Maps and Globes		Examinations, Prizes		Lectures			Number of Trees planted on Arbor Day	Number of Schools using authorized Scripture Readings	Number of Schools opened or closed with Prayer	Number of Schools using the Bible	Number of Schools where Religious Instruction is given by Clergymen or their representatives
Number of Maps	Number of Globes	Number of Schools holding Public Examinations	Number of Schools distributing Prizes or Merit Cards	By Inspector	By other persons	Total					
1	742	78	13	8	.....	.....	23	29	61	49	.....
2	1,940	192	83	46	.....	.....	122	80	168	165	2
3	1,109	119	22	29	.....	.....	53	57	110	74	4
4	884	93	21	16	.....	3	137	41	86	79	18
5	830	100	27	13	.....	.....	52	44	76	48	2
6	1,203	126	13	14	.....	.....	69	70	94	48	7
7	1,336	109	24	10	.....	.....	53	35	108	88	2
8	911	124	42	37	3	5	145	88	142	86	4
9	669	70	21	19	.....	.....	70	29	61	22	18
10	2,545	232	48	17	33	1	350	117	218	172	7
11	841	78	21	7	.....	.....	69	46	74	36	.....
12	501	59	10	9	1	2	46	39	59	43	7
13	654	63	15	5	5	.....	90	33	56	38	.....
14	2,003	196	79	31	1	13	228	63	168	128	13
15	2,004	196	37	19	.....	.....	134	117	181	123	3
16	1,468	141	130	6	.....	7	41	85	131	71	2
17	1,786	165	40	16	3	2	86	86	165	94	.....
18	959	132	34	26	9	37	197	99	122	24	2
19	2,239	227	57	9	.....	.....	20	144	204	70	1
20	1,075	122	31	21	.....	5	54	58	109	32	3
21	626	77	15	.....	.....	1	2	42	56	27	.....
22	2,196	217	53	30	4	1	148	88	181	122	10
23	1,048	103	30	18	.....	.....	142	51	96	68	1
24	2,095	216	48	28	1	.....	160	126	202	132	10
25	1,373	129	21	11	.....	1	92	85	112	28	2
26	1,387	125	24	11	.....	2	51	67	105	50	.....
27	1,064	69	17	6	.....	1	286	41	75	31	.....
28	1,319	134	82	5	39	1	122	74	112	50	4
29	751	96	26	13	.....	.....	35	15	94	59	1
30	932	91	23	22	.....	3	137	5	84	37	20

## THE PUBLIC

## IV. TABLE D—SCHOOL

Rural Schools— Concluded	School Houses						School Visits				
	Number of Schools	Brick	Stone	Concrete	Frame	Log	By Inspector	By Trustees	By Clergymen	By other persons	Total
31 Prince Edward ...	75	35	14	....	26	.....	173	68	33	602	876
32 Renfrew....	151	44	1	1	87	18	360	163	53	113	689
33 Simcoe .....	206	142	2	7	55	.....	464	384	173	1,098	2,119
34 Stormont.....	76	1	.....	.....	74	1	193	44	25	103	365
35 Victoria .....	102	70	4	.....	28	.....	296	108	66	216	686
36 Waterloo .....	82	60	16	.....	6	.....	178	233	35	519	965
37 Welland.....	78	45	6	3	24	.....	177	111	13	205	506
38 Wellington .....	141	94	37	3	7	.....	318	186	68	582	1,154
39 Wentworth .....	71	50	13	1	7	.....	182	84	28	107	401
40 York.....	150	112	1	2	35	.....	302	229	56	443	1,030
41 Algoma .....	70	4	1	2	55	8	141	73	17	89	320
42 Kenora.....	14	.....	.....	.....	11	3	24	19	5	9	57
43 Manitoulin .....	47	1	3	8	27	8	87	44	29	102	262
44 Muskoka .....	105	21	2	1	70	11	204	138	58	229	629
45 Nipissing.....	87	5	.....	.....	67	15	112	116	102	131	461
46 Parry Sound.....	119	11	2	2	82	22	246	142	70	270	728
47 Rainy River.....	33	.....	.....	.....	21	12	64	35	11	73	183
48 Sudbury.....	60	3	.....	.....	49	8	116	91	99	82	388
49 Thunder Bay.....	27	4	.....	.....	17	6	31	26	1	51	109
Totals											
1 Rural Schools .....	5,302	2,450	408	78	2,206	160	11,728	5,695	2,113	12,368	31,904
2 Cities .....	223	205	14	....	4	.....	4,289	1,871	421	13,175	19,756
3 Towns .....	236	173	27	2	34	.....	2,045	1,907	417	2,814	7,183
4 Villages.....	160	129	10	2	19	.....	798	483	181	718	2,180
5 Grand Totals, 1911.	5,921	2,957	459	82	2,263	160	18,860	9,956	3,132	29,075	61,023
6 Percentages .....	.....	49.94	7.75	1.38	38.21	2.70	30.90	16.31	5.13	47.64	.....



SCHOOLS—Continued

HOUSES, PRAYERS, ETC.—Concluded

Maps and Globes		Examinations, Prizes		Lectures			Number of Trees planted on Arbor Day	Number of Schools using authorized Scripture Readings	Number of Schools opened or closed with Prayer	Number of Schools using the Bible	Number of Schools where Religious Instruction is given by Clergymen or their representatives
Number of Maps	Number of Globes	Number of Schools holding Public Examinations	Number of Schools distributing Prizes or Merit Cards	By Inspector	By other persons	Total					
31	901	79	41	26	.....	.....	2	55	74	41	.....
32	1,286	169	31	36	.....	5	191	49	149	43	6
33	2,264	211	90	18	51	30	373	99	200	149	24
34	660	83	32	27	.....	.....	61	41	75	40	6
35	1,030	107	23	13	.....	.....	65	38	97	45	.....
36	976	94	46	4	.....	4	104	60	82	32	.....
37	809	81	23	13	.....	4	35	32	77	46	1
38	1,714	149	49	25	.....	5	87	93	140	66	28
39	699	460	16	10	.....	1	192	42	70	51	10
40	1,595	161	41	20	.....	4	127	108	150	93	8
41	545	68	18	11	1	1	96	59	66	63	1
42	55	11	2	1	.....	.....	63	1	13	9	.....
43	329	46	38	4	2	2	37	23	47	27	32
44	1,035	109	23	22	.....	7	153	56	105	81	21
45	481	68	22	20	1	1	44	29	81	26	7
46	1,163	117	20	16	.....	2	293	94	119	107	7
47	205	29	2	7	.....	3	7	1	33	30	.....
48	354	41	23	18	1	.....	58	10	30	15	7
49	123	24	9	8	.....	.....	31	11	27	19	.....
1	54,714	5,986	1,656	801	155	154	5,093	2,855	5,145	3,077	301
2	4,684	376	187	172	179	85	*206	42	215	199	2
3	3,452	335	55	26	20	89	109	95	221	174	3
4	2,021	230	44	22	27	36	63	86	147	99	4
5	64,871	6,927	1,942	1,021	381	364	745	5,698	3,078	5,728	3,549
6	+10.95	+1.17	32.79	17.24	.....	.....	.....	51.98	96.74	59.93	5.23

\* In addition there were set out 12,600 bulbs, 19,500 plants, and 1,800 shrubs.  
† To each school.

## THE PUBLIC

## V. TABLE E—FINANCIAL

Rural Schools	Receipts					
	Legislative Grants	Municipal Grants	Assessments levied on requisition of the Trustees	Clergy Reserve Fund, balances and other sources	Total receipts for all Public School purposes	
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1 Brant .....	8,469 88	21,975 77	20,138 46	43,996 64	94,580 75	88
2 Bruce .....	17,652 61	54,568 06	39,781 49	68,451 72	180,453 85	72
3 Carleton .....	10,192 21	35,576 17	24,109 80	39,938 08	109,816 26	26
4 Dufferin .....	8,416 30	23,494 71	21,949 11	28,158 50	82,018 62	62
5 Dundas .....	8,973 76	24,812 16	19,614 12	14,394 45	67,794 49	49
6 Elgin .....	12,417 42	23,825 39	42,994 17	60,771 36	140,008 34	34
7 Essex .....	12,637 23	35,706 17	33,046 93	45,362 00	124,752 33	33
8 Frontenac .....	14,361 63	33,415 32	16,169 74	32,305 74	96,252 43	43
9 Glengarry .....	5,358 32	23,041 47	10,165 85	12,957 53	51,523 17	17
10 Grey .....	21,232 01	70,743 26	53,741 93	71,736 98	217,454 18	18
11 Haldimand .....	7,526 00	23,323 73	18,186 80	33,781 48	82,818 02	02
12 Haliburton .....	10,799 22	110 10	11,212 03	9,156 67	31,278 02	02
13 Halton .....	5,868 00	17,884 00	8,711 54	27,004 08	59,467 62	62
14 Hastings .....	21,940 92	49,094 23	40,623 91	68,565 22	180,224 28	28
15 Huron .....	19,791 50	61,373 44	45,040 93	61,335 81	187,541 68	68
16 Kent .....	16,263 68	41,925 15	42,254 67	73,162 08	173,605 58	58
17 Lambton .....	17,549 49	53,364 58	44,152 39	56,428 60	171,495 06	06
18 Lanark .....	7,891 43	36,604 21	10,439 60	24,214 20	79,149 44	44
19 Leeds and Grenville .....	15,022 76	70,389 63	33,003 31	58,075 10	176,490 80	80
20 Lennox and Addington .....	7,716 77	33,038 96	13,056 96	30,102 88	83,915 57	57
21 Lincoln .....	7,312 22	20,787 33	22,815 46	55,564 23	106,479 24	24
22 Middlesex .....	21,840 28	60,954 16	51,657 95	84,618 60	219,070 99	99
23 Norfolk .....	8,873 52	30,833 41	25,870 12	51,300 79	116,877 84	84
24 Northumberland & Durham .....	19,056 24	64,888 98	42,282 18	58,520 79	184,748 19	19
25 Ontario .....	13,417 26	49,046 88	31,106 52	48,104 00	141,674 66	66
26 Oxford .....	14,468 52	37,917 36	37,883 89	72,934 01	163,203 78	78
27 Peel .....	9,072 87	23,100 00	19,862 48	32,420 44	84,455 79	79
28 Perth .....	13,201 32	29,206 51	44,736 35	46,021 14	133,165 32	32
29 Peterborough .....	12,492 92	25,480 21	16,871 34	28,764 38	83,608 85	85
30 Prescott and Russell .....	5,650 86	29,702 16	14,248 52	22,138 30	71,739 84	84
31 Prince Edward .....	6,104 03	23,016 83	9,891 45	19,321 93	58,334 24	24
32 Renfrew .....	13,215 59	42,993 86	24,996 70	48,061 99	129,268 14	14
33 Simcoe .....	20,170 08	68,637 17	50,044 13	83,702 16	222,553 54	54
34 Stormont .....	5,483 16	24,925 94	13,335 07	11,404 34	55,148 51	51
35 Victoria .....	13,163 12	31,164 84	27,245 97	31,299 03	102,872 96	96
36 Waterloo .....	11,499 90	29,910 97	32,482 80	71,658 28	145,551 95	95
37 Welland .....	8,895 71	26,932 87	23,036 07	41,270 06	100,134 71	71
38 Wellington .....	18,086 45	46,075 92	37,530 47	69,518 48	171,211 32	32
39 Wentworth .....	11,078 25	26,680 34	24,570 64	53,197 06	115,526 29	29
40 York .....	21,416 61	55,445 39	59,077 01	149,271 87	285,210 88	88
41 Algoma .....	13,644 49	6,562 12	19,310 78	22,434 71	61,952 10	10
42 Kenora .....	2,111 96	366 00	4,351 43	2,545 16	9,374 55	55
43 Manitoulin .....	10,457 86	5,256 28	9,888 06	12,444 35	38,046 55	55
44 Muskoka .....	21,329 19	12,181 84	14,170 13	19,281 32	66,962 48	48
45 Nipissing .....	19,476 41	7,358 46	28,108 74	27,449 19	82,392 80	80
46 Parry Sound .....	27,518 34	10,614 97	25,528 25	19,578 91	83,240 47	47
47 Rainy River .....	7,600 29	4,625 85	9,722 22	6,620 12	28,568 48	48
48 Sudbury .....	12,671 62	3,801 68	21,345 61	15,865 49	53,684 40	40
49 Thunder Bay .....	6,328 27	1,160 00	14,463 93	10,864 46	32,816 66	66
Totals .....	625,718 48	1,533,894 84	1,304,828 01	2,074,074 72	5,538,516 05	05

SCHOOLS—Continued

STATEMENT

Expenditure												
Teachers' Salaries		Sites, and building school houses		Libraries, maps, apparatus, prizes and school books		Rent and repairs, fuel and other expenses		Total expenditure for all Public School purposes		Balances		
	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.
1	37,358	15	8,677	82	915	97	13,350	49	60,302	43	34,278	32
2	81,082	47	12,348	79	1,798	05	22,196	00	117,425	31	63,028	57
3	55,101	22	12,932	70	682	20	14,819	35	83,535	47	26,280	79
4	44,953	25	1,727	79	477	74	8,676	00	55,834	78	26,183	84
5	41,238	57	3,883	31	702	63	8,277	97	54,102	48	13,692	01
6	55,787	31	12,789	53	851	62	18,197	28	87,625	74	52,382	60
7	60,255	26	4,777	04	633	64	15,525	26	81,191	20	43,561	13
8	50,619	94	3,739	02	1,645	43	10,385	45	66,389	84	29,862	59
9	31,436	37	4,041	21	523	73	5,185	69	41,187	00	10,336	17
10	108,914	55	18,073	35	1,193	54	28,316	95	156,498	39	60,955	79
11	36,848	69	3,722	71	419	05	8,948	06	49,938	51	32,879	51
12	18,132	75	2,648	09	77	72	3,757	71	24,616	27	6,661	75
13	28,754	95	2,042	83	320	10	5,586	97	36,704	85	22,762	77
14	80,776	48	15,788	17	1,506	19	17,958	44	116,023	28	64,201	00
15	96,611	39	9,644	53	852	59	28,992	45	136,100	96	51,440	72
16	71,621	84	8,223	65	1,455	50	18,531	89	99,832	88	73,772	70
17	84,968	89	15,982	03	1,411	57	21,662	07	124,024	56	47,470	50
18	45,610	05	2,615	74	655	62	7,958	68	56,840	09	22,309	35
19	92,812	71	8,526	27	1,266	40	17,849	72	120,455	10	56,035	70
20	42,190	62	6,145	87	418	15	10,100	67	58,855	31	25,060	26
21	34,397	83	15,563	74	627	23	15,766	95	66,355	75	40,123	49
22	101,338	51	17,092	36	1,667	60	23,623	71	143,722	18	75,348	81
23	47,922	81	7,674	04	588	68	9,698	89	65,884	42	50,993	42
24	97,837	51	8,537	36	1,358	10	20,396	60	128,129	57	56,618	62
25	60,351	10	15,512	86	1,223	06	20,268	93	97,355	95	44,318	71
26	64,737	24	13,665	08	1,772	81	18,255	92	98,431	05	64,772	73
27	39,784	97	5,033	76	373	33	12,620	02	57,812	08	26,643	71
28	61,163	28	13,575	65	485	74	17,147	04	92,371	71	40,793	61
29	41,586	58	9,779	95	787	87	7,079	61	59,234	01	24,374	84
30	39,536	39	3,076	51	378	53	8,213	59	51,205	02	20,534	82
31	32,190	56	2,388	16	325	88	5,022	77	39,927	37	18,406	87
32	59,367	13	19,265	65	1,668	63	15,582	88	95,884	29	33,383	85
33	105,858	01	14,156	02	3,600	46	21,632	63	145,247	12	77,306	42
34	34,149	76	3,196	94	708	49	6,758	89	44,814	08	10,334	43
35	51,819	62	11,659	05	735	50	13,631	76	77,845	93	25,027	03
36	52,456	95	12,977	96	905	51	14,098	47	80,438	89	65,113	06
37	42,662	42	13,802	42	687	87	10,397	00	67,549	71	32,585	00
38	75,354	45	10,978	11	1,087	92	19,570	88	106,991	36	64,219	96
39	45,810	08	7,780	56	2,372	45	11,353	96	67,317	05	48,209	24
40	97,023	64	50,204	91	1,563	36	29,196	35	177,988	26	107,222	62
41	27,796	64	11,302	70	799	54	7,310	37	47,209	25	14,742	85
42	4,759	91	1,268	04	124	90	1,753	22	7,906	07	1,468	48
43	19,028	19	2,972	24	410	95	4,832	23	27,243	61	10,802	94
44	33,929	06	6,608	56	418	68	8,486	89	49,443	19	17,519	29
45	35,081	68	17,702	88	839	97	16,264	65	69,889	18	12,503	62
46	46,227	78	4,510	64	1,113	63	12,406	46	64,258	51	18,981	96
47	14,271	40	5,401	97	97	17	3,069	46	22,840	00	5,728	48
48	25,506	54	5,891	57	929	98	10,161	32	42,489	41	11,194	99
49	14,627	29	6,530	52	720	97	5,495	75	27 374	53	5,442	13
2,571,646 79		476,440 65		46,182 25		656,374 30		3,750,644 00		1,787,872 05		



## THE PUBLIC

## V. TABLE E—FINANCIAL

Cities	Receipts			
	Legislative Grants	Municipal Grants and Assessments	Clergy Reserve Fund, balances and other sources	Total receipts for all Public School purposes
	\$ c.	\$ c.	\$ c.	\$ c.
1 Belleville .....	1,285 50	23,339 13	36,287 24	60,911 87
2 Brantford .....	3,605 06	52,000 00	58,706 60	114,311 66
3 Chatham .....	1,294 58	23,803 16	18,157 27	43,255 01
4 Fort William .....	2,964 11	76,656 05	664 66	80,284 82
5 Guelph .....	2,718 74	54,269 24	270 35	57,258 33
6 Hamilton .....	13,284 98	225,709 83	181,005 34	420,000 15
7 Kingston .....	3,046 31	53,127 45	2,841 67	59,015 43
8 London .....	9,282 51	163,953 10	50,400 34	223,635 95
9 Niagara Falls .....	1,137 50	19,865 00	35 96	21,038 46
10 Ottawa .....	10,851 80	231,730 81	128,161 93	370,744 54
11 Peterborough .....	4,866 24	42,200 00	17,721 19	64,787 43
12 Port Arthur .....	2,173 82	34,338 56	8,230 83	44,743 21
13 St. Catharines .....	1,469 23	30,271 81	33,689 60	65,430 64
14 St. Thomas .....	2,004 77	38,750 00	25,482 43	66,237 20
15 Stratford .....	4,776 28	32,000 00	197 74	36,974 02
16 Toronto .....	50,101 37	1,876,241 76	401,303 39	2,327,646 52
17 Windsor .....	1,771 00	42,621 86	6,825 92	51,218 78
18 Woodstock .....	1,708 00	29,990 02	3,212 59	34,910 61
Totals .....	118,341 80	3,050,867 78	973,195 05	4,142,404 63
Towns				
1 Alexandria .....	35 60	963 06	1,198 37	2,196 43
2 Alliston .....	171 00	2,802 15	818 46	3,791 61
3 Almonte .....	275 00	3,266 09	1,373 53	4,914 62
4 Amherstburg .....	173 00	5,679 49	722 83	6,575 32
5 Arnprior .....	382 50	6,683 90	1,361 56	8,427 96
6 Aurora .....	240 50	3,650 00	79 77	3,970 27
7 Aylmer .....	361 61	6,124 56	127 72	6,613 89
8 Barrie .....	886 91	19,592 90	484 86	20,964 67
9 Berlin .....	1,684 06	41,208 47	23,247 70	66,140 23
10 Blenheim .....	162 00	4,436 59	814 31	5,412 90
11 Blind River .....	208 57	2,754 00	40 00	3,002 57
12 Bonfield .....	505 97	406 57	335 71	1,248 25
13 Bothwell .....	100 00	1,215 00	60 37	1,375 37
14 Bowmanville .....	356 00	6,725 00	535 50	7,616 50
15 Bracebridge .....	754 57	6,957 48	86 25	7,798 30
16 Brampton .....	450 00	6,200 00	1,595 12	8,245 12
17 Brockville .....	2,068 00	17,500 00	314 03	19,882 03
18 Bruce Mines .....	361 07	1,573 26	205 33	2,139 66
19 Cache Bay .....	333 82	1,771 75	518 68	2,624 25
20 Campbellford .....	396 50	9,018 00	356 42	9,770 92
21 Carleton Place .....	476 50	6,798 16	82 63	7,357 29
22 Chelmsford .....	208 57	45 53	80 37	334 47
23 Chesley .....	249 00	4,345 53	1,309 37	5,903 90
24 Clinton .....	365 00	5,000 00	524 41	5,889 41
25 Cobalt .....	680 57	20,554 40	377 97	21,612 94
26 Cobourg .....	568 39	7,500 00	202 98	8,271 37
27 Cochrane .....	670 04	3,283 80	3,316 21	7,270 05
28 Collingwood .....	1,016 41	20,416 00	21,402 87	42,835 28
29 Copper Cliff .....	611 57	5,860 06	7,773 03	14,244 66
30 Cornwall .....	990 50	8,500 00	1,179 18	10,669 68
31 Deseronto .....	284 50	4,745 52	208 02	5,238 04
32 Dresden .....	375 50	4,277 61	10,063 47	14,716 58
33 Dryden .....	648 33	2,234 16	350 64	3,273 13



## THE PUBLIC

## V. TABLE E—FINANCIAL

## Receipts

Towns—Continued	Legislative Grants		Municipal Grants and Assessments		Clergy Reserve Fund, balances and other sources		Total receipts for all Public School purposes	
	\$	c.	\$	c.	\$	c.	\$	c.
34 Dundas .....	463	50	7,125	00	235	70	7,824	20
35 Dunnville .....	394	00	6,094	59	16	15	6,504	74
36 Durham .....	703	00	2,627	38	1,560	99	4,891	37
37 Englehart .....	822	82	3,781	72	2,249	06	6,853	60
38 Essex .....	203	50	4,224	94	588	43	5,016	87
39 Forest .....	214	00	3,300	00	13,082	87	16,596	87
40 Fort Frances .....	392	57	4,209	43	29	88	4,631	88
41 Galt .....	1,291	89	24,750	00	137	36	26,179	25
42 Gananoque .....	471	50	7,807	95	365	28	8,644	73
43 Goderich .....	607	11	14,937	64	1,915	00	17,459	75
44 Gore Bay .....	523	78	1,884	87	206	02	2,614	67
45 Gravenhurst .....	601	57	4,419	00	93	21	5,113	78
46 Haileybury .....	688	57	9,745	00	865	81	11,239	38
47 Hanover .....	288	50	5,108	99	747	58	6,145	07
48 Harriston .....	243	00	3,687	77	276	70	4,207	47
49 Hawkesbury .....	84	50	4,017	93	1,423	84	5,526	27
50 Hespeler .....	609	37	7,299	32	960	38	8,869	07
51 Huntsville .....	590	07	4,809	26	878	22	6,277	55
52 Ingersoll .....	861	72	9,100	00	1,915	61	11,877	33
53 Kearney .....	290	69	651	06	8	07	949	82
54 Keewatin .....	487	32	3,119	75	667	36	4,274	43
55 Kenora .....	1,090	57	16,800	00	219	25	18,109	82
56 Kincardine .....	387	50	5,000	00	266	13	5,653	63
57 Kingsville .....	540	54	4,585	72	1,305	65	6,431	91
58 Latchford .....	334	07	2,878	41	396	15	3,608	63
59 Leamington .....	325	00	5,525	00	15	78	5,865	78
60 Lindsay .....	835	50	15,666	62	24,962	83	41,464	95
61 Listowel .....	320	64	5,287	00	247	87	5,855	51
62 Little Current .....	364	34	2,121	48	253	71	2,739	53
63 Massey .....	889	72	2,077	95	798	33	3,766	00
64 Mattawa .....	346	57	998	22	285	55	1,630	34
65 Meaford .....	370	00	7,000	00	9,113	93	16,483	93
66 Midland .....	607	00	14,403	00	33	76	15,043	76
67 Milton .....	224	50	3,620	00	2,011	70	5,856	20
68 Mitchell .....	301	00	3,900	00	200	60	4,401	60
69 Mount Forest .....	231	50	3,636	00	529	60	4,397	10
70 Napanee .....	412	00	6,321	70	4,958	34	11,692	04
71 New Liskeard .....	703	57	7,928	62	448	57	9,080	76
72 Newmarket .....	381	00	6,000	00	314	25	6,695	25
73 Niagara .....	175	00	2,326	21	1,311	55	3,812	76
74 North Bay .....	3,385	33	20,052	75	5,778	87	29,216	95
75 North Toronto .....	739	00	19,896	00	320	37	20,955	37
76 Oakville .....	269	00	7,648	26	1,830	04	9,747	30
77 Orangeville .....	420	00	6,830	89	153	09	7,403	98
78 Orillia .....	1,191	75	17,334	26	14,493	76	33,019	77
79 Oshawa .....	805	00	15,257	00	63	39	16,125	39
80 Owen Sound .....	1,712	93	31,674	19	2,426	55	35,813	67
81 Palmerston .....	247	00	3,430	25	34	91	3,712	16
82 Paris .....	489	23	5,845	00	2,153	69	8,487	92
83 Parkhill .....	173	00	2,700	00	26	37	2,899	37
84 Parry Sound .....	999	57	9,571	76	1,085	99	11,657	32
85 Pembroke .....	447	50	9,342	90	12,536	94	22,327	34
86* Penetanguishene .....	437	00	10,429	79	2,176	02	13,042	81
87 Perth .....	311	00	6,265	83	370	16	6,946	99

\* Including Protestant Separate School.



## SCHOOLS—Continued

## STATEMENT—Continued

Expenditure						
Teachers' Salaries	Sites, and building school houses	Libraries, maps, apparatus, other equipment, prizes, and school books	Rents and repairs, fuel, and other expenses	Total expenditure for all Public School purposes	Balances	
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
34	5,869 05	254 90	53 30	1,382 21	7,559 46	264 74
35	4,480 00	1,141 33	.....	883 00	6,504 33	41
36	3,446 12	127 57	119 28	1,198 40	4,891 37	.....
37	1,419 00	1,171 65	155 87	4,061 36	6,807 88	45 72
38	3,311 05	.....	9 85	1,128 71	4,449 61	567 26
39	2,550 00	12,625 00	.....	786 97	15,961 97	634 90
40	1,953 40	.....	.....	1,054 84	3,008 24	1,623 94
41	19,379 50	586 20	326 90	5,770 36	26,062 96	116 29
42	6,955 18	.....	85 52	1,598 04	8,638 74	5 99
43	7,672 04	5,755 25	22 00	4,009 51	17,458 80	95
44	2,082 50	147 94	.....	221 42	2,451 86	162 81
45	3,623 49	.....	.....	1,381 08	5,004 57	109 21
46	6,888 60	592 90	20 90	3,204 34	10,706 74	532 64
47	3,462 70	.....	.....	1,659 24	5,121 94	1,023 13
48	2,765 00	35 55	.....	662 61	3,463 16	744 31
49	1,700 00	.....	.....	471 21	2,171 21	3,355 06
50	5,978 02	123 20	75 78	1,655 14	7,832 14	1,036 93
51	3,928 50	105 00	50 82	1,189 91	5,274 23	1,003 32
52	7,746 88	.....	462 17	3,655 36	11,864 41	12 92
53	460 00	22 18	.....	132 57	614 75	335 07
54	2,850 00	258 71	54 73	1,110 99	4,274 43	.....
55	12,312 30	75 30	789 34	4,607 20	17,784 14	325 68
56	4,055 00	.....	.....	1,183 08	5,238 08	415 55
57	3,855 00	1,717 45	123 24	634 17	6,329 86	102 05
58	1,809 54	950 97	219 04	613 76	3,593 31	15 32
59	4,611 75	.....	91 73	1,159 31	5,862 79	2 99
60	12,290 00	18,567 70	.....	3,368 64	34,226 34	7,238 61
61	4,287 23	.....	124 97	1,443 31	5,855 51	.....
62	1,765 00	124 13	111 19	341 42	2,341 74	397 79
63	2,688 70	250 00	94 71	628 68	3,662 09	103 91
64	908 80	.....	9 39	181 38	1,099 57	530 77
65	6,630 40	8,719 01	393 85	725 99	16,468 85	15 08
66	10,873 10	106 60	381 53	3,610 17	14,971 40	72 36
67	2,590 00	1,999 00	15 00	1,020 10	5,624 10	232 10
68	3,730 55	71 20	110 20	374 45	4,286 40	115 20
69	3,040 00	138 87	.....	819 22	3,998 09	399 01
70	5,472 05	4,476 67	.....	1,694 26	11,642 98	49 06
71	5,406 25	1,167 80	501 45	1,698 59	8,774 09	306 67
72	4,629 12	213 10	81 62	1,206 85	6,130 69	564 56
73	2,064 60	826 43	16 33	512 71	3,419 47	393 29
74	14,956 61	9,843 07	110 38	4,002 60	28,912 66	304 29
75	10,125 25	5,254 54	1,007 25	3,585 19	19,972 23	983 14
76	3,375 00	3,183 16	26 82	754 08	7,339 06	2,408 24
77	5,018 29	.....	545 04	1,297 55	6,860 88	543 10
78	13,013 20	990 00	245 30	3,894 93	18,143 43	14,876 34
79	9,977 57	.....	397 46	5,066 72	15,441 75	683 64
80	23,961 87	5,742 19	.....	6,109 61	35,813 67	.....
81	2,727 75	17 73	45 45	830 44	3,621 37	90 79
82	5,700 00	.....	163 33	2,068 18	7,931 51	556 41
83	2,070 00	.....	11 00	638 21	2,719 21	180 16
84	7,529 96	.....	108 53	2,363 30	10,001 79	1,655 53
85	7,465 78	11,608 17	27 60	2,333 96	21,435 51	891 83
86	5,990 00	1,343 14	239 41	5,166 95	12,739 50	303 31
87	5,310 75	.....	150 46	1,485 78	6,946 99	.....

## THE PUBLIC

## V. TABLE E—FINANCIAL

Towns—Concluded	Receipts			
	Legislative Grants	Municipal Grants and Assessments	Clergy Reserve Fund, balances and other sources	Total receipts for all Public School purposes
	\$ c.	\$ c.	\$ c.	\$ c.
88 Petrolea .....	528 50	9,000 00	673 22	10,201 72
89 Picton .....	460 31	8,551 48	966 63	9,978 42
90 Port Hope .....	631 75	8,515 68	44 00	9,191 43
91 Powassan .....	332 07	1,878 40	1,149 68	3,360 15
92 Prescott .....	273 00	4,880 00	86 02	5,239 02
93 Preston .....	431 54	7,500 00	195 79	8,127 33
94 Rainy River .....	493 57	5,250 00	243 21	5,986 78
95 Renfrew .....	1,056 00	5,800 00	14,077 50	20,933 50
96 Ridgetown .....	249 50	4,100 00	112 46	4,461 96
97 Rockland .....	37 00	1,202 32	67 62	1,306 94
98 St. Mary's .....	484 00	8,152 50	42 00	8,678 50
99 Sandwich .....	112 00	1,200 00	1,574 50	2,886 50
100 Sarnia .....	1,140 75	21,698 58	1,648 51	24,697 84
101 Sault Ste. Marie .....	1,627 57	37,288 00	2,094 12	41,009 69
102 Seaforth .....	238 50	4,728 34	74 76	5,041 60
103 Simcoe .....	465 88	6,545 31	1,081 66	8,092 85
104 Smith's Falls .....	1,167 97	16,089 58	2,500 00	19,757 55
105 Southampton .....	219 00	3,659 50	461 94	4,340 44
106 Stayner .....	118 50	3,225 00	3,234 86	6,578 36
107 Steelton .....	639 57	7,045 69	3,231 86	10,917 12
108 Strathroy .....	457 00	5,450 00	275 01	6,182 01
109 Sturgeon Falls .....	398 57	8,611 63	94 15	9,104 35
110 Sudbury .....	616 07	9,035 00	4,454 58	14,105 65
111 Thessalon .....	466 07	4,079 97	85 90	4,631 94
112 Thornbury .....	93 00	1,812 83	.....	1,905 83
113 Thorold .....	195 50	4,200 00	156 47	4,551 97
114 Tilbury .....	92 50	1,689 24	904 22	2,685 96
115 Tillsonburg .....	409 26	5,750 00	746 61	6,905 87
116 Trenton .....	430 50	7,946 04	620 70	8,997 24
117 Uxbridge .....	210 00	4,150 00	18,254 91	22,614 91
118 Vankleek Hill .....	113 50	2,331 00	2,361 82	4,806 32
119 Walkerton .....	310 00	4,627 80	77 84	5,015 64
120 Walkerville .....	438 73	9,925 00	467 59	10,831 32
121 Wallaceburg .....	338 00	6,266 50	213 94	6,818 44
122 Waterloo .....	543 68	14,135 78	223 98	14,903 44
123 Webbwood .....	348 07	1,916 67	232 96	2,497 70
124 Welland .....	640 16	12,000 00	31,972 34	44,612 50
125 Whitby .....	259 50	4,400 00	426 49	5,085 99
126 Wiarton .....	302 00	4,656 71	48 66	5,007 37
127 Wingham .....	328 00	4,832 74	1,521 54	6,682 28
Totals .....	66,048 36	941,482 74	297,174 94	1,304,706 04
Totals				
1 Rural Schools .....	625,718 48	2,838,722 85	2,074,074 72	5,538,516 05
2 Cities .....	118,341 80	3,050,867 78	973,195 05	4,142,404 63
3 Towns .....	66,048 36	941,482 74	297,174 94	1,304,706 04
4 Villages .....	23,179 54	316,794 43	141,745 96	481,719 93
5 Grand Totals, 1911 .....	833,288 18	7,147,867 80	3,486,190 67	11,467,346 65
6 Percentages .....	7.26	62.33	30.40	.....

Cost per pupil, enrolled attendance: Rural Schools, \$17.64; Cities, \$37.48

SCHOOLS—Concluded

STATEMENT—Concluded

Expenditure						
Teachers' Salaries	Sites, and building school houses	Libraries, maps, apparatus, other equipment, prizes, and school books	Rent and repairs, fuel and other expenses	Total expenditure for all Public School purposes	Balances	
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	
88 6,920 76			3,275 49	10,196 25	5 47	
89 6,311 49	437 36	136 41	1,303 69	8,188 95	1,789 47	
90 7,505 19	107 82		1,578 42	9,191 43		
91 1,521 52	216 11		880 29	2,617 92	742 23	
92 3,665 91		24 00	1,470 52	5,160 43	78 59	
93 6,165 89		30 00	1,866 83	8,062 72	64 61	
94 3,740 40	380 03	111 72	1,660 89	5,893 04	93 74	
95 5,781 75	13,255 36	66 13	1,830 26	20,933 50		
96 3,598 50		93 72	748 35	4,440 57	21 39	
97 951 80			63 58	1,015 38	291 56	
98 5,346 98	45 42	10 00	3,159 04	8,561 44	117 06	
99 1,832 33		217 58	802 63	2,852 54	33 96	
100 16,700 02	135 00	557 88	6,290 47	23,683 37	1,014 47	
101 18,698 20	11,369 82	1,311 40	6,804 86	38,184 28	2,825 41	
102 3,541 60			1,500 00	5,041 60		
103 6,424 00		140 37	1,093 75	7,658 12	434 73	
104 11,741 74	1,613 00	144 00	4,967 59	18,466 33	1,291 22	
105 3,550 00		40 08	737 90	4,327 98	12 46	
106 1,690 00	33 67		1,207 63	2,931 30	3,647 06	
107 6,476 30	2,260 74	237 07	1,853 78	10,827 89	89 23	
108 4,708 00		64 66	1,243 89	6,016 55	165 46	
109 2,575 11	263 14		5,449 94	8,288 19	816 16	
110 4,940 00	66 25	19 72	2,025 79	7,051 76	7,053 89	
111 3,163 00	169 20		1,092 85	4,425 05	206 89	
112 1,464 44			436 54	1,900 98	4 85	
113 3,410 89	49 91		1,068 24	4,529 04	22 93	
114 1,400 00			141 64	1,541 64	1,144 32	
115 5,406 00			1,342 78	6,748 78	157 09	
116 5,357 03		105 00	2,660 43	8,122 46	874 78	
117 3,074 50	18,135 73	108 00	1,290 55	22,608 78	6 13	
118 1,968 98			587 02	2,556 00	2,250 32	
119 3,688 75	437 75	28 18	807 20	4,961 88	53 76	
120 7,493 00			3,221 55	10,714 55	116 77	
121 4,918 92			894 07	5,812 99	1,005 45	
122 8,790 01			4,891 19	13,681 20	1,222 24	
123 1,634 95	318 86	15 75	477 92	2,447 48	50 22	
124 7,860 45	10,154 33	149 02	2,296 47	20,460 27	24,152 23	
125 3,681 20		31 00	992 73	4,704 93	381 06	
126 4,051 79			81 80	4,133 59	873 78	
127 3,653 99	1,433 86		803 37	5,891 22	791 06	
688,244 45	240,952 17	14,209 62	236,471 65	1,179,877 89	124,828 15	
1 2,571,646 79	476,440 66	46,182 25	656,374 30	3,750,644 00	1,787,872 05	
2 1,691,419 57	1,209,851 53	62,775 34	712,374 83	3,676,421 27	465,983 36	
3 688,244 45	240,952 17	14,209 62	236,471 65	1,179,877 89	124,828 15	
4 245,251 98	68,611 55	3,556 38	82,031 36	399,451 27	82,268 66	
5 5,196,562 79	1,995,855 91	126,723 59	1,687,252 14	9,006,394 43	2,460,952 22	
6 57.69	22.16	1.40	18.73			

Towns, \$18.22; Villages, \$15.86; Province, \$22.48.



ROMAN CATHOLIC  
I. TABLE F—FINANCIAL

Rural Schools	Number of Schools	Receipts					Ex-Teachers' Salaries
		Legislative Grants	Municipal Grants and Assessments	Balances, sub-scribed and other sources	Total amount received		
		\$ c.	\$ c.	\$ c.	\$ c.		\$ c.
1 Bruce .....	9	1,241 00	7,295 46	4,525 17	13,061 63		6,383 63
2 Carleton .....	17	782 70	8,291 81	2,031 24	11,105 75		6,637 58
3 Essex .....	27	2,517 82	17,282 74	5,814 53	25,615 09		14,112 98
4 Frontenac .....	11	1,432 16	4,445 13	908 52	6,785 81		4,608 52
5 Grey .....	7	481 50	3,217 87	1,192 75	4,892 12		3,185 77
6 Hastings .....	7	499 47	2,627 14	1,049 17	4,175 78		2,638 77
7 Huron .....	9	866 23	5,981 17	2,194 60	9,042 00		4,650 73
8 Kent .....	7	629 10	4,508 97	2,020 10	7,158 17		3,623 74
9 Lambton .....	1	133 10	612 00	438 43	1,183 53		472 71
10 Lanark .....	3	184 26	1,234 99	2,702 54	4,121 79		1,050 00
11 Leeds and Grenville ...	2	90 92	507 96	120 23	719 11		577 00
12 Lennox and Addington ..	2	204 25	640 80	291 82	1,136 87		661 68
13 Middlesex .....	5	384 00	2,502 44	902 95	3,789 39		2,172 00
14 Norfolk .....	1	129 00	832 03	507 56	1,468 59		550 00
15 Northumberland & Durham	6	462 45	2,247 21	396 77	3,106 43		2,419 38
16 Ontario .....	1	127 00	217 12	804 59	1,148 71		625 00
17 Peel .....	1	85 75	483 32	32 32	601 39		369 17
18 Perth .....	6	801 60	4,094 46	1,986 17	6,882 23		3,786 31
19 Peterborough .....	1	32 00	634 28	164 15	830 43		375 00
20 Prescott and Russell ...	84	5,399 85	50,841 87	24,963 83	81,205 55		37,669 38
21 Renfrew .....	10	1,197 98	3,438 42	2,392 90	7,029 30		4,036 70
22 Simcoe .....	3	351 65	2,063 28	3,131 60	5,546 53		1,762 79
23 Stormont, Dundas and Glengarry....	12	1,083 70	6,100 86	2,791 63	9,976 19		5,949 69
24 Victoria .....	2	274 00	935 83	185 22	1,395 05		1,150 00
25 Waterloo .....	7	703 50	5,281 89	4,251 91	10,237 30		4,198 48
26 Wellington .....	6	475 00	2,885 09	1,201 95	4,562 04		2,677 50
27 Districts.....	46	10,749 97	16,513 82	8,932 37	36,196 16		18,485 70
Totals .....	293	31,319 96	155,717 96	75,935 02	262,972 94		134,830 21
Cities							
1 Belleville .....	1	180 00	3,034 21	711 37	3,925 58		1,400 00
2 Brantford .....	2	230 00	3,559 08	16,859 16	20,648 24		1,600 32
3 Chatham .....	1	204 00	4,350 31	3,247 79	7,802 10		2,307 94
4 Fort William .....	3	776 61	9,784 81	32,930 89	43,492 31		7,026 00
5 Guelph .....	3	309 00	5,601 84	2,287 06	8,197 90		3,210 00
6 Hamilton .....	9	1,101 00	21,503 13	7,684 31	30,288 44		7,710 00
7 Kingston .....	3	463 00	8,640 22	2,954 64	12,057 86		5,090 70
8 London .....	8	694 00	14,243 35	2,532 20	17,469 55		6,600 00
9 Niagara Falls .....	1	125 00	1,046 00	802 59	1,973 59		1,000 00
10 Ottawa .....	35	4,859 00	135,636 68	9,375 99	149,871 67		74,285 00
11 Peterborough .....	3	570 50	10,523 04	933 26	12,026 80		6,495 00
12 Port Arthur .....	1	518 61	5,736 21	11,323 85	17,578 67		5,149 75
13 St. Catharines .....	3	250 00	4,127 44	414 15	4,791 59		2,250 00
14 St. Thomas .....	1	183 00	3,143 23	378 29	3,704 52		1,343 75
15 Stratford .....	1	352 00	4,637 91	2,343 15	7,333 06		2,400 00
16 Toronto .....	27	4,002 50	108,567 00	18,797 09	131,366 59		37,137 48
17 Windsor .....	4	557 00	12,066 23	25,731 00	38,354 23		5,075 00
18 Woodstock .....	1	107 00	1,119 51	34 20	1,260 71		965 00
Totals .....	107	15,482 22	357,320 20	139,340 99	512,143 41		171,045 94

SEPARATE SCHOOLS  
STATEMENT, TEACHERS, ETC.

penditure										Teachers				
Sites and building school houses		Libraries, maps, apparatus, prizes and school books		All other purposes		Total amount expended		Balances		Number of Teachers	Male	Female	Average salary, male	Average salary, female
\$	c.	\$	c.	\$	c.	\$	c.	\$	c.				\$	\$
1	768 13	107 54	2,138 03	9,337 33	3,724 30	17	4	13	517	354				
2	1,067 43	121 50	1,520 50	9,347 01	1,758 74	21	.....	21	.....	353				
3	2,234 11	349 52	4,279 37	20,975 98	4,639 11	35	.....	35	.....	428				
4	345 21	76 73	783 79	5,814 25	971 56	11	1	10	500	424				
5	59 03	18 10	533 34	3,796 24	1,095 88	7	.....	7	.....	468				
6	110 30	22 29	754 56	3,525 92	649 86	7	.....	7	.....	388				
7	959 68	115 26	1,553 83	7,279 50	1,762 50	11	1	10	500	447				
8	677 19	68 68	934 08	5,303 69	1,854 48	8	2	6	512	487				
9	42 60	9 15	110 24	634 70	548 83	1	.....	1	.....	500				
10	2,304 77	64 50	141 42	3,560 69	561 10	3	.....	3	.....	342				
11	96 70	15 07	.....	688 77	30 34	2	.....	2	.....	300				
12	11 81	.....	268 39	941 88	194 99	2	.....	2	.....	400				
13	420 09	28 10	390 74	3,010 93	778 46	5	.....	5	.....	445				
14	446 35	11 75	5 50	1,013 60	454 99	1	.....	1	.....	600				
15	95 00	10 35	220 57	2,745 30	361 13	6	.....	6	.....	433				
16	.....	.....	124 68	749 68	399 03	1	.....	1	.....	600				
17	132 20	11 85	27 73	540 95	60 44	1	.....	1	.....	425				
18	539 40	46 82	1,216 78	5,589 31	1,292 92	8	1	7	650	455				
19	347 75	10 00	52 25	785 00	45 43	1	.....	1	.....	400				
20	13,739 65	920 43	5,288 12	57,617 58	23,587 97	112	4	108	469	357				
21	142 42	13 75	1,234 11	5,426 98	1,602 32	13	.....	13	.....	270				
22	2,905 50	34 83	618 98	5,322 10	224 43	5	.....	5	.....	383				
23	743 40	220 32	1,032 01	7,945 42	2,030 77	16	.....	16	.....	331				
24	82 20	17 50	96 45	1,346 15	48 90	2	.....	2	.....	575				
25	566 04	53 89	946 29	5,764 70	4,472 60	12	1	11	550	357				
26	83 25	219 59	560 97	3,541 31	1,020 73	6	.....	6	.....	475				
27	7,699 16	713 23	4,039 82	30,937 91	5,258 25	54	3	51	433	356				
36,559 37		3,280 75	28,872 55	203,542 88	59,430 06	368	17	351	498	378				
1	.....	40 00	1,192 77	2,632 77	1,292 81	6	.....	6	.....	233				
2	15,623 33	178 83	1,060 92	18,463 40	2,184 84	8	.....	8	.....	200				
3	867 54	79 14	779 03	4,033 65	3,768 45	7	.....	7	.....	328				
4	21,151 93	590 84	2,549 87	31,318 64	12,173 67	12	.....	12	.....	625				
5	2,188 67	279 78	1,769 00	7,447 45	750 45	9	.....	9	.....	300				
6	8,329 94	1,355 69	4,582 86	21,978 49	8,309 95	38	.....	38	.....	205				
7	552 06	168 18	4,647 40	10,458 34	1,599 52	13	1	12	900	317				
8	5,304 30	1,004 51	3,966 04	16,874 85	594 70	23	.....	23	.....	306				
9	275 00	.....	636 58	1,911 58	62 01	3	.....	3	.....	333				
10	13,809 15	1,016 98	60,760 54	149,871 67	.....	177	42	135	650	364				
11	858 95	.....	4,337 12	11,691 07	335 73	19	1	18	850	303				
12	2,182 64	73 00	9,812 82	17,218 21	360 46	8	.....	8	.....	644				
13	.....	7 15	2,315 55	4,572 70	218 89	9	.....	9	.....	250				
14	981 13	83 18	1,014 64	3,422 70	281 82	5	.....	5	.....	275				
15	2,026 65	.....	2,578 29	7,004 94	328 12	8	.....	8	.....	300				
16	1,138 89	.....	93,090 22	131,366 59	.....	124	25	99	415	286				
17	670 76	685 38	31,757 17	38,188 31	165 92	19	.....	19	.....	267				
18	79 40	20 00	174 37	1,238 77	21 94	2	.....	2	.....	485				
76,040 34		5,582 66	227,025 19	479,694 13	32,449 28	490	69	421	571	320				

ROMAN CATHOLIC  
I. TABLE F—FINANCIAL

Towns	Number of Schools	Receipts					Ex-Teachers' Salaries
		Legislative Grants	Municipal Grants and Assessments	Balances, sub-scribed and other sources	Total amount received		
		\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1 Alexandria .....	2	207 00	4,728 78	963 91	5,899 69	2,325 00	
2 Almonte .....	1	96 00	978 95	700 00	1,774 95	1,075 00	
3 Amherstburg .....	2	307 00	2,422 27	1,982 51	4,711 78	1,810 00	
4 Arnprior .....	2	225 00	3,351 50	483 10	4,059 60	2,420 00	
5 Barrie .....	1	97 00	2,332 84	224 95	2,654 79	915 00	
6 Berlin .....	1	343 00	8,171 70	5,649 90	14,164 60	4,370 00	
7 Blind River .....	1	270 61	3,000 00	1,629 00	4,899 61	1,820 00	
8 Bonfield .....	1	233 99	1,229 80	744 43	2,208 22	915 00	
9 Brockville .....	1	215 00	3,389 06	5 63	3,609 69	2,400 00	
10 Cache Bay .....	1	234 61	1,060 00	32 74	1,327 35	810 00	
11 Chelmsford .....	1	221 86	1,340 47	938 45	2,500 78	1,010 00	
12 Cobalt .....	1	366 61	8,411 00	853 00	9,630 61	4,767 25	
13 Cobourg .....	1	171 00	1,600 00	8 38	1,779 38	1,200 00	
14 Collingwood .....	1	82 00	1,500 00	62 99	1,644 99	1,002 00	
15 Cornwall .....	3	418 50	6,362 00	792 41	7,572 91	5,617 49	
16 Dundas .....	1	64 00	861 30	532 17	1,457 47	600 00	
17 Fort Frances .....	1	173 11	944 23	1,513 07	2,630 41	800 00	
18 Galt .....	1	56 00	969 68	295 21	1,320 89	525 00	
19 Goderich .....	1	51 00	636 49	36 35	723 84	500 00	
20 Haileybury .....	2	289 61	3,400 00	11,499 97	15,189 58	2,577 94	
21 Hawkesbury .....	2	432 50	6,494 37	588 55	7,515 42	4,320 00	
22 Ingersoll .....	1	93 00	999 00	5 58	1,097 58	630 00	
23 Kearney .....	1	119 61	400 00	483 64	1,003 25	400 00	
24 Keewatin .....	1	119 11	762 46	90 73	972 30	450 00	
25 Kenora .....	2	176 61	3,300 00	567 45	4,044 06	1,505 00	
26 Lindsay .....	2	243 00	4,109 92	318 95	4,671 87	2,968 00	
27 Massey .....	1	167 11	748 50	420 04	1,335 65	769 25	
28 Mattawa .....	1	895 23	2,902 80	2,359 09	6,157 12	1,606 65	
29 Mount Forest .....	1	44 00	807 79	316 74	1,168 53	500 00	
30 New Liskeard .....	1	.....	.....	450 00	450 00	400 00	
31 Newmarket .....	1	54 00	565 42	353 27	972 69	500 00	
32 North Bay .....	2	632 61	9,036 16	.....	9,668 77	4,976 00	
33 Oakville .....	1	57 00	440 45	11 24	508 69	430 00	
34 Orillia .....	1	116 00	2,674 63	2,240 85	5,031 48	900 00	
35 Oshawa .....	1	48 00	972 00	66 00	1,086 00	475 00	
36 Owen Sound .....	1	98 60	1,523 67	1,282 57	2,904 24	1,375 00	
37 Paris .....	1	41 00	567 41	814 14	1,422 55	400 00	
38 Parkhill .....	1	38 00	459 66	47 97	545 63	440 00	
39 Pembroke .....	1	275 00	5,035 50	567 94	5,878 44	2,948 00	
40 Perth .....	1	154 00	1,348 10	236 64	1,738 74	1,330 00	
41 Picton .....	1	42 00	551 35	1,283 51	1,876 86	450 00	
42 Prescott .....	1	106 00	1,843 23	2,515 49	4,464 72	1,300 00	
43 Preston .....	1	86 00	1,373 66	545 82	2,005 48	960 00	
44 Rainy River .....	1	122 61	1,102 92	617 19	1,842 72	795 00	
45 Renfrew .....	1	155 00	2,641 53	2,439 16	5,235 69	2,150 00	
46 Rockland .....	2	256 00	4,722 88	.....	4,978 88	3,350 00	
47 St. Mary's .....	1	43 50	604 40	743 02	1,390 92	670 00	
48 Sandwich .....	1	115 00	1,961 60	4,413 51	6,490 11	1,583 50	
49 Sarnia .....	2	195 00	2,775 88	2,181 95	5,152 83	1,400 00	
50 Sault Ste. Marie .....	2	364 61	4,904 21	3,327 81	8,596 63	2,280 00	



## SEPARATE SCHOOLS—Continued

## STATEMENT, TEACHERS, ETC.—Continued

penditure				Teachers															
Sites and build- ing school houses		Libraries, maps, apparatus, prizes and school books		All other purposes		Total amount expended		Balances		Number of Teachers		Male		Female		Average salary, male		Average salary, female	
\$	c.	\$	c.	\$	c.	\$	c.	\$	c.							\$		\$	
1	634 43			1,688 64	4,648 07	1,251 62	10			10								225	
2	185 00		5 00	226 50	1,491 50	283 45	3			3								367	
3	1,532 06		108 05	1,035 85	4,485 96	225 82	8			8								226	
4	914 52			725 08	4,059 60		8			8								325	
5	1,092 17		51 59	561 78	2,620 54	34 25	4			4								225	
6	7,848 74		223 71	741 92	13,184 37	980 23	12			12								364	
7	929 45		48 82	576 68	3,374 95	1,524 66	6			6								308	
8	245 60		21 10	32 90	1,214 60	993 62	2	1		1						550		350	
9			27 70	1,181 99	3,609 69		8			8								300	
10	278 78		26 48	134 84	1,250 10	77 25	2			2								412	
11	6 45		1,000 00	461 79	2,478 24	22 54	4			4								350	
12	1,172 25		170 53	2,112 60	8,222 63	1,407 98	9			9								533	
13	50 00		32 50	383 95	1,666 45	112 93	4			4								300	
14	95 57		34 00	506 55	1,638 12	6 87	2			2								540	
15	50 00			1,905 42	7,572 91		17	1		16						900		363	
16	46 85		39 26	241 31	927 42	530 05	3			3								200	
17	1,191 73		12 78	189 78	2,194 29	436 12	2			2								550	
18	182 47			436 65	1,144 12	176 77	1			1								525	
19	65 54		7 39	137 20	710 13	13 71	2			2								250	
20	8,529 08			2,571 87	13,678 89	1,510 69	6			6								517	
21	1,915 38		69 52	983 81	7,288 71	226 71	16			16								219	
22	70 50		28 00	289 38	1,017 88	79 70	2			2								315	
23	401 66		86 43	84 52	972 61	30 64	1			1								400	
24	221 19		12 50	152 90	836 59	135 71	1			1								500	
25	600 54		75 00	975 51	3,156 05	888 01	6			6								242	
26	514 28		2 10	1,187 49	4,671 87		7	1		6						850		350	
27	290 25			169 48	1,228 98	106 67	2			2								425	
28	3,393 58		131 89	854 06	5,986 18	170 94	6			6								308	
29	200 00		16 50	154 18	870 68	297 85	2			2								250	
30				50 00	450 00		1			1								400	
31				104 00	604 00	368 69	1			1								500	
32	1,862 25		89 56	2,321 94	9,249 75	419 02	11			11								439	
33	8 34			43 85	482 19	26 50	1			1								400	
34	823 05		80 14	654 56	2,457 75	2,573 73	4			4								225	
35	490 00			110 00	1,075 00	11 00	2			2								250	
36	343 80			965 42	2,684 22	220 02	3			3								458	
37	557 50		9 50	105 20	1,072 20	350 35	2			2								200	
38				52 86	492 86	52 77	1			1								425	
39	1,006 37		47 66	849 44	4,851 47	1,026 97	9			9								326	
40	115 00			257 11	1,702 11	36 63	4			4								300	
41	30 91		6 15	40 40	799 46	1,077 40	1			1								425	
42			23 40	1,506 94	2,830 34	1,634 38	4			4								325	
43				244 40	1,204 40	801 08	2			2								488	
44	611 66			261 00	1,667 66	175 06	2			2								400	
45				1,867 38	4,017 38	1,218 31	6			6								358	
46	679 43		125 00	824 45	4,978 88		14			14								264	
47	18 90		41 68	244 09	974 67	416 25	1			1								550	
48	3,067 14		55 40	981 25	5,687 29	802 82	5			5								300	
49	500 00		8 00	614 71	2,522 71	2,630 12	6			6								233	
50	2,693 08		45 00	1,030 51	6,048 59	2,548 04	6			6								442	

ROMAN CATHOLIC

I. TABLE F—FINANCIAL

Towns—Concluded	Number of Schools	Receipts				Ex-Teachers' Salaries
		Legislative Grants	Municipal Grants and Assessments	Balances, subscribed and other sources	Total amount received	
		\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
51 Seaforth .....	1	45 00	740 95	83 24	869 19	650 50
52 Steelton .....	1	273 61	4,314 00	3,039 15	7,626 76	2,893 00
53 Sturgeon Falls .....	1	280 61	4,560 00	2,683 77	7,524 38	2,700 00
54 Sudbury .....	2	398 61	6,924 52	110 80	7,433 93	4,037 67
55 Thorold .....	1	77 50	750 64	929 54	1,757 68	715 00
56 Tilbury .....	1	143 76	1,695 70	1,316 22	3,155 68	900 00
57 Trenton .....	1	96 00	1,436 49	633 31	2,165 80	800 00
58 Vankleek Hill.....	1	75 00	1,230 00	691 89	1,996 89	1,000 00
59 Walkerton .....	1	100 00	1,230 79	81 40	1,412 19	800 00
60 Walkerville .....	1	63 00	686 58	512 33	1,261 91	900 00
61 Wallaceburg.....	1	201 00	2,393 97	1,847 56	4,442 53	1,075 00
62 Waterloo .....	1	114 00	2,300 00	68 67	2,482 67	800 00
63 Whitby .....	1	54 00	200 00	525 03	779 03	400 00
Totals .....	77	11,334 49	150,783 21	70,759 93	232,877 63	97,392 25
Totals						
1 Rural Schools .....	293	31,319 96	155,717 96	75,935 02	262,972 94	134,830 21
2 Cities .....	107	15,482 22	357,320 20	139,340 99	512,143 41	171,045 94
3 Towns .....	77	11,334 49	150,783 21	70,759 93	232,877 63	97,392 25
4 Villages.....	18	952 20	14,394 23	5,956 74	21,303 17	10,382 00
5 Grand Totals, 1911.....	495	59,088 87	678,215 60	291,992 68	1,029,297 15	413,650 40
6 Grand Totals, 1910.....	484	52,992 63	604,578 99	553,977 08	1,211,548 70	371,337 51
7 Increases.....	11	6,096 24	73,636 61	.....	.....	42,312 89
8 Decreases .....	.....	.....	.....	261,984 40	182,251 55	.....
9 Percentages .....	.....	5.74	65.89	28.30	.....	46.07

Cost per pupil, enrolled attendance : Rural Schools, \$12.65; Cities, \$18.53

SEPARATE SCHOOLS—Continued

STATEMENT, TEACHERS, ETC.—Concluded

penditure				Teachers					
Sites and build- ing school houses	Libraries, maps, apparatus, prizes and school books	All other purposes	Total amount expended	Balances	Number of Teachers	Male	Female	Average salary, male	Average salary, female
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.				\$	\$
51 45 00	.....	114 07	809 57	59 62	1	.....	1	.....	500
52 2,378 89	26 65	617 52	5,916 06	1,710 70	6	1	5	900	430
53 734 95	51 53	3,982 55	7,469 03	55 35	8	.....	8	.....	359
54 493 07	27 73	2,006 08	6,564 55	869 38	10	.....	10	.....	385
55.....	73 78	403 21	1,191 99	565 69	3	.....	3	.....	240
56 300 94	116 73	171 15	1,488 82	1,666 86	4	.....	4	.....	225
57 262 74	.....	608 57	1,671 31	494 49	3	.....	3	.....	333
58.....	26 17	250 00	1,276 17	720 72	5	.....	5	.....	200
59 114 81	.....	337 24	1,252 05	160 14	4	.....	4	.....	200
60 63 50	.....	235 68	1,199 18	62 73	2	.....	2	.....	250
61 520 92	115 87	549 00	2,260 79	2,181 74	4	.....	4	.....	268
62 650 00	38 50	909 05	2,397 55	85 12	4	.....	4	.....	200
63 278 61	.....	70 80	749 41	29 62	1	.....	1	.....	400
51,580 93	3,239 30	44,089 06	196,301 54	36,576 09	297	4	293	800	328
1 36,559 37	3,280 75	28,872 55	203,542 88	59,430 06	368	17	351	498	378
2 76,040 34	5,582 66	227,025 19	479,694 13	32,449 28	490	69	421	571	320
3 51,580 93	3,239 30	44,089 06	196,301 54	36,576 09	297	4	293	800	328
4 4,422 74	402 47	3,144 55	18,351 76	2,951 41	38	.....	38	.....	301
5 168,603 38	12,505 18	303,131 35	897,890 31	131,406 84	1,193	90	1,103	568	340
6 523,486 84	16,494 32	193,161 22	1,104,479 89	107,068 81	1,149	75	1,074	490	325
7.....	.....	109,970 13	.....	24,338 03	44	15	29	78	15
8 354,883 46	3,989 14	.....	206,589 58	.....	.....	.....	.....	.....	.....
9 18.77	1.39	33.76	.....	.....	.....	7.54	92.45	.....	.....

Towns, \$12.52; Villages, \$10.40; Province, \$15.11.



## ROMAN CATHOLIC

## II. TABLE G—ATTENDANCE, PUPILS IN THE

Rural Schools	Number of Pupils	Boys	Girls	Average daily attendance	Percentage of average to total attendance	Read-			
						First Reader, Part I, or Primer	First Reader, Part II, or 1st Book	Second Book	Third Book
1 Bruce .....	731	393	338	487	67	126	95	169	191
2 Carleton .....	924	457	467	491	53	283	187	170	145
3 Essex .....	1,884	985	899	1,071	57	633	361	390	307
4 Frontenac .....	347	181	166	195	56	51	34	53	82
5 Grey .....	252	125	127	138	55	52	50	40	41
6 Hastings .....	196	92	104	104	53	45	30	39	40
7 Huron .....	376	192	184	214	57	62	51	61	64
8 Kent .....	402	191	211	209	52	122	72	75	71
9 Lambton .....	41	20	21	26	63	5	5	4	15
10 Lanark .....	88	43	45	50	57	16	7	18	17
11 Leeds and Grenville .....	33	19	14	12	36	6	5	7	6
12 Lennox and Addington .....	57	28	29	29	51	9	6	11	8
13 Middlesex .....	113	51	62	67	59	20	11	17	24
14 Norfolk .....	68	36	32	42	62	8	18	16	5
15 Northumberland and Durham ..	150	84	66	98	65	21	18	27	33
16 Ontario .....	59	27	32	34	58	9	14	7	10
17 Peel .....	22	14	8	15	68	4	3	6	3
18 Perth .....	325	177	148	204	63	63	41	52	86
19 Peterborough .....	43	30	13	24	56	12	2	11	8
20 Prescott and Russell .....	5,499	2,709	2,790	3,250	59	2,257	1,065	991	808
21 Renfrew .....	529	266	263	271	51	199	81	71	66
22 Simcoe .....	235	124	111	136	58	94	23	45	42
23 Stormont, Dundas and Glengarry	818	438	380	358	44	365	130	135	113
24 Victoria .....	92	49	43	65	71	14	15	23	21
25 Waterloo .....	466	253	213	291	62	119	63	81	131
26 Wellington .....	172	89	83	86	50	20	25	34	47
27 Districts .....	2,158	1,088	1,070	1,050	49	990	405	404	237
Totals .....	16,080	8,161	7,919	9,017	56.07	5,605	2,817	2,957	2,621
Cities									
1 Belleville .....	329	149	180	216	66	79	48	65	49
2 Brantford .....	427	206	221	287	67	185	58	44	82
3 Chatham .....	325	155	170	245	75	89	63	52	71
4 Fort William .....	655	350	305	423	65	205	145	156	83
5 Guelph .....	469	249	220	334	71	144	39	101	88
6 Hamilton .....	1,726	880	846	1,254	73	594	262	250	333
7 Kingston .....	713	397	316	469	66	173	100	135	161
8 London .....	913	491	422	640	70	177	154	159	219
9 Niagara Falls .....	184	115	69	118	64	65	16	42	22
10 Ottawa .....	9,848	4,963	4,885	5,845	59	3,210	1,877	1,825	1,589
11 Peterborough .....	850	445	405	601	71	192	156	120	159
12 Port Arthur .....	374	198	176	260	70	94	50	91	91
13 St. Catharines .....	367	177	190	266	72	98	48	50	79
14 St. Thomas .....	232	120	112	200	86	48	18	37	68
15 Stratford .....	366	223	143	264	72	112	52	48	76
16 Toronto .....	6,787	3,490	3,297	4,666	69	1,678	903	1,338	1,471
17 Windsor .....	1,195	607	588	792	66	329	165	262	251
18 Woodstock .....	115	54	61	79	69	32	14	14	25
Totals .....	25,875	13,269	12,606	16,959	65.54	7,504	4,168	4,789	4,917

SEPARATE SCHOOLS—Continued  
VARIOUS BRANCHES OF INSTRUCTION, ETC.

ing										
Fourth Book	Beyond 4th Book	Art	Geography	Music	Literature	Composition	Grammar	English History	Canadian History	
1	140	10	731	731	696	731	731	259	276	253
2	133	6	573	684	335	432	585	371	171	362
3	187	6	1,599	1,183	972	1,166	1,458	497	310	718
4	121	6	243	277	233	283	249	207	168	181
5	67	2	252	252	252	252	252	68	88	110
6	38	4	196	196	183	196	196	70	65	104
7	119	19	376	376	376	346	376	202	175	202
8	58	4	285	234	352	278	302	128	105	129
9	7	5	41	41	41	36	41	27	12	27
10	28	2	88	55	35	67	66	47	37	39
11	7	2	16	27	.....	22	27	22	21	21
12	23	.....	52	44	47	44	44	36	18	26
13	40	1	113	113	113	102	113	65	52	67
14	21	.....	68	68	68	60	68	26	26	42
15	51	.....	150	150	150	150	150	74	79	89
16	15	4	59	59	59	59	59	19	19	29
17	4	2	22	15	22	22	22	9	9	9
18	80	3	325	291	325	300	325	169	107	157
19	10	.....	37	37	.....	37	37	7	7	24
20	335	43	3,805	2,845	1,895	2,624	3,006	1,879	1,130	2,177
21	90	22	361	228	284	221	226	173	157	145
22	29	2	235	235	235	235	235	65	39	60
23	62	13	523	367	222	368	412	276	138	261
24	19	.....	92	68	92	92	83	40	40	40
25	72	.....	466	310	466	455	455	216	138	176
26	46	.....	151	133	168	147	142	78	42	79
27	119	3	1,271	1,130	475	891	1,057	958	164	706
1,921		159	12,130	10,149	8,096	9,616	10,717	5,988	3,593	6,233
1	88	.....	329	329	329	329	329	137	137	137
2	58	.....	427	427	427	242	427	140	140	140
3	50	.....	325	325	325	325	325	121	50	121
4	66	.....	655	305	655	305	305	149	66	149
5	97	.....	469	286	469	469	469	185	185	185
6	189	98	1,628	1,726	1,726	1,132	1,726	620	522	620
7	144	.....	713	713	713	713	713	144	144	305
8	174	30	883	913	913	736	913	423	423	582
9	39	.....	184	184	184	184	184	39	61	103
10	1,138	209	9,524	9,179	9,265	8,271	8,944	4,074	2,223	6,136
11	223	.....	850	541	850	685	850	329	288	332
12	48	.....	374	280	374	280	280	139	139	139
13	92	.....	367	284	367	284	284	171	92	171
14	61	.....	232	232	232	232	232	129	129	129
15	78	.....	366	366	366	254	366	154	154	154
16	1,044	353	6,787	4,010	6,691	6,787	6,787	2,772	2,772	4,010
17	188	.....	1,195	1,195	1,195	1,195	1,195	449	410	701
18	30	.....	115	115	115	83	115	55	30	69
3,807		690	25,423	21,410	25,196	22,506	24,444	10,230	7,965	14,183

## ROMAN CATHOLIC

## II. TABLE G—ATTENDANCE, PUPILS IN THE

Rural Schools—Concluded	Physiology and Hygiene	Nature Study	Physical Culture	Bookkeeping	Arithmetic and Mensuration	Algebra	Geometry
1 Bruce .....	731	731	731	.....	.....	.....	.....
2 Carleton .....	466	647	439	6	6	6	6
3 Essex .....	1,026	1,262	1,151	18	6	6	6
4 Frontenac .....	217	189	294	2	6	6	6
5 Grey .....	238	249	249	2	2	2	2
6 Hastings .....	112	185	155	3	4	3	3
7 Huron .....	376	376	376	15	19	18	18
8 Kent .....	173	206	452	4	4	4	4
9 Lambton .....	41	41	41	.....	5	5	5
10 Lanark .....	39	54	88	1	1	1	1
11 Leeds and Grenville .....	22	30	33	3	2	2	2
12 Lennox and Addington .....	34	47	47	.....	.....	.....	.....
13 Middlesex .....	113	113	113	.....	1	1	1
14 Norfolk .....	68	68	68	.....	.....	.....	.....
15 Northumberland and Durham...	138	147	150	.....	.....	.....	.....
16 Ontario .....	59	59	59	4	4	4	4
17 Peel .....	22	22	22	2	2	2	2
18 Perth .....	304	325	263	3	3	3	3
19 Peterborough .....	30	30	37	.....	.....	.....	.....
20 Prescott and Russell .....	2,621	2,400	2,051	71	50	50	30
21 Renfrew .....	189	253	299	20	20	22	22
22 Simcoe .....	99	235	235	3	2	2	2
23 Stormont, Dundas and Glengarry	304	316	278	13	14	13	13
24 Victoria .....	40	61	24	.....	.....	.....	.....
25 Waterloo .....	367	462	466	.....	.....	.....	.....
26 Wellington .....	124	162	168	.....	.....	.....	.....
27 Districts .....	669	701	445	4	3	3	3
Totals .....	8,622	9,371	8,734	173	154	153	133
Cities							
1 Belleville .....	329	329	329	.....	.....	.....	.....
2 Brantford .....	427	427	427	.....	.....	.....	.....
3 Chatham .....	325	325	325	.....	.....	.....	.....
4 Fort William .....	305	655	655	.....	.....	.....	.....
5 Guelph .....	469	469	469	.....	.....	.....	.....
6 Hamilton .....	1,726	1,628	1,726	98	98	.....	.....
7 Kingston .....	713	713	713	.....	.....	.....	.....
8 London .....	883	883	913	30	30	21	21
9 Niagara Falls .....	184	184	184	.....	.....	.....	.....
10 Ottawa .....	8,191	9,121	8,850	434	256	256	178
11 Peterborough .....	497	777	577	.....	.....	.....	.....
12 Port Arthur .....	374	374	374	.....	.....	.....	.....
13 St. Catharines .....	171	367	367	.....	.....	.....	.....
14 St. Thomas .....	232	232	232	.....	.....	.....	.....
15 Stratford .....	366	366	366	.....	.....	.....	.....
16 Toronto .....	4,010	6,787	6,787	280	353	238	238
17 Windsor .....	1,195	1,195	1,195	.....	.....	.....	.....
18 Woodstock .....	115	115	115	.....	.....	.....	.....
Totals .....	20,512	24,947	24,604	842	737	515	437



## SEPARATE SCHOOLS—Continued

## VARIOUS BRANCHES OF INSTRUCTION, ETC.—Continued

	Latin	French (beyond 4th Book)	French (Primer to 4th Book inclusive)	German (beyond 4th Book)	German (Primer to 4th Book inclusive)	Elementary Science	Commercial Subjects	Agriculture	Manual Training	Household Science	Maps, Globes and Prizes			
											Number of Maps	Number of Globes	Number of Schools giving Prizes	Number of Trees planted on Arbor Day
1	.....	.....	.....	.....	290	.....	.....	.....	.....	.....	101	11	3	64
2	.....	6	597	.....	.....	6	.....	17	.....	70	126	15	6	28
3	3	.....	1,404	.....	.....	3	3	62	82	62	254	31	7	28
4	.....	.....	.....	.....	.....	.....	2	.....	.....	.....	97	9	5	6
5	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	77	6	4	5
6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	53	6	2	4
7	.....	.....	.....	.....	.....	17	.....	4	.....	.....	108	10	1	9
8	.....	.....	269	.....	.....	2	.....	2	.....	.....	95	8	2	2
9	.....	.....	.....	.....	.....	5	.....	.....	.....	.....	17	2	1	.....
10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	20	1	1	2
11	2	2	.....	.....	.....	.....	2	.....	.....	.....	12	2	1	2
12	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	20	3	1	.....
13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	51	5	1	.....
14	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	15	1	1	.....
15	.....	.....	.....	.....	.....	.....	.....	23	.....	.....	45	6	2	.....
16	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10	1	.....	.....
17	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10	1	.....	.....
18	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	79	6	1	1
19	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7	.....	1	.....
20	20	43	5,456	.....	.....	50	40	237	.....	.....	527	80	39	147
21	7	7	40	2	.....	20	20	14	.....	.....	95	8	3	7
22	.....	.....	183	.....	.....	.....	.....	.....	.....	.....	30	3	1	2
23	.....	14	202	.....	.....	.....	.....	.....	.....	.....	94	11	1	21
24	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	2	.....	.....
25	.....	.....	.....	.....	284	.....	.....	.....	.....	.....	86	8	5	.....
26	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	44	6	2	.....
27	.....	3	1,995	.....	.....	3	.....	.....	.....	.....	195	38	16	.....
	32	76	10,146	2	574	106	67	359	82	132	2,274	280	107	328
1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	20	3	.....	.....
2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	12	4	.....	.....
3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	20	6	1	.....
4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	15	1	2	.....
5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	26	3	.....	.....
6	32	54	.....	.....	.....	.....	98	.....	.....	.....	103	22	1	.....
7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	38	11	1	.....
8	21	.....	.....	.....	.....	.....	30	.....	.....	.....	77	14	8	.....
9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	2	.....	.....
10	55	65	5,806	.....	.....	208	256	30	421	1,601	450	60	21	.....
11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	56	6	.....	.....
12	.....	.....	374	.....	.....	.....	.....	.....	20	20	10	1	.....	.....
13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	28	3	.....	.....
14	.....	.....	.....	.....	.....	.....	.....	.....	27	34	24	2	1	.....
15	.....	.....	.....	.....	.....	.....	.....	.....	46	32	25	2	.....	.....
16	238	353	175	3	.....	238	280	.....	.....	.....	192	27	.....	.....
17	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	44	2	.....	.....
18	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	11	2	1	.....
	346	472	6,355	3	.....	446	664	30	514	1,687	1,156	171	36	.....

ROMAN CATHOLIC

II. TABLE G—ATTENDANCE, PUPILS IN THE

Towns	Number of Pupils	Boys	Girls	Average daily attendance	Percentage of average to total attendance	Read-			
						First Reader, Part I, or Primer	First Reader, Part II, or 1st Book	Second Book	Third Book
1 Alexandria .....	598	297	301	348	58	222	99	107	94
2 Almonte .....	123	65	58	79	64	35	24	16	26
3 Amherstburg .....	335	144	191	223	67	108	37	64	46
4 Arnprior.....	424	229	195	277	65	139	63	63	98
5 Barrie .....	140	74	66	99	71	34	14	32	32
6 Berlin .....	674	353	321	469	70	129	120	158	99
7 Blind River.....	301	153	148	228	76	96	66	67	41
8 Bonfield .....	141	71	70	84	60	86	14	18	16
9 Brockville .....	313	156	157	241	77	61	38	78	65
10 Cache Bay .....	147	77	70	73	50	103	19	18	5
11 Chelmsford .....	190	93	97	116	61	46	26	66	29
12 Cobalt .....	497	271	226	244	49	263	76	104	40
13 Cobourg .....	184	90	94	127	69	46	25	26	40
14 Collingwood .....	102	50	52	75	73	23	16	18	23
15 Cornwall .....	1,027	524	503	677	66	365	199	176	167
16 Dundas .....	130	74	56	89	68	33	17	33	24
17 Fort Frances .....	80	51	29	43	54	27	17	19	6
18 Galt .....	76	38	38	59	78	20	10	17	16
19 Goderich .....	85	36	49	63	74	19	13	13	13
20 Haileybury .....	342	164	178	191	56	144	58	61	46
21 Hawkesbury .....	1,015	481	534	649	64	225	248	329	134
22 Ingersoll .....	85	49	36	78	92	17	16	12	23
23 Kearney .....	43	20	23	26	60	9	7	5	10
24 Keewatin.....	36	20	16	19	53	18	6	2	7
25 Kenora .....	240	119	121	138	57	57	92	49	30
26 Lindsay .....	304	151	153	222	73	57	35	61	59
27 Massey .....	100	55	45	53	53	39	30	11	10
28 Mattawa .....	338	172	166	180	53	108	92	47	46
29 Mount Forest .....	64	33	31	48	75	9	15	10	12
30 New Liskeard .....	32	10	22	19	59	10	6	3	7
31 Newmarket.....	58	36	22	41	71	20	4	6	11
32 North Bay.....	581	292	289	412	71	140	128	143	93
33 Oakville .....	47	19	28	31	66	3	7	8	19
34 Orillia .....	216	118	98	157	73	29	34	53	48
35 Oshawa .....	99	46	53	66	67	24	13	21	17
36 Owen Sound .....	152	80	72	116	76	53	28	28	13
37 Paris .....	65	29	36	37	57	18	9	6	16
38 Parkhill.....	46	25	21	29	63	9	6	6	6
39 Pembroke.....	512	246	266	324	63	196	64	120	80
40 Perth .....	246	130	116	196	80	73	28	35	55
41 Picton .....	49	23	26	27	55	11	3	12	14
42 Prescott .....	156	70	86	127	81	15	28	36	32
43 Preston.....	135	77	58	98	73	46	12	20	26
44 Rainy River .....	108	50	58	53	49	42	18	25	11
45 Renfrew .....	344	196	148	204	59	125	48	54	64
46 Rockland .....	781	387	394	585	75	340	193	167	44
47 St. Mary's .....	64	27	37	44	69	21	6	4	18
48 Sandwich .....	257	128	129	170	66	85	59	52	40
49 Sarnia .....	307	140	167	232	76	79	69	61	48
50 Sault Ste. Marie .....	370	170	200	196	53	60	114	78	58
51 Seaforth.....	58	32	27	41	69	14	5	7	16
52 Steelton .....	337	174	163	182	54	105	89	67	26

SEPARATE SCHOOLS—Continued

VARIOUS BRANCHES OF INSTRUCTION, ETC.—Continued

ing									
Fourth Book	Beyond 4th Book	Art	Geography	Music	Literature	Composition	Grammar	English History	Canadian History
1	76	598	376	598	598	598	170	277	277
2	22	123	64	.....	74	64	48	48	48
3	59	335	335	335	335	335	126	126	190
4	61	424	285	424	222	285	104	61	159
5	28	140	140	140	140	140	60	60	60
6	168	674	674	674	424	674	267	168	267
7	31	301	301	301	205	301	30	72	205
8	7	84	84	.....	17	55	36	17	99
9	71	252	214	214	214	214	136	136	136
10	2	44	25	.....	2	44	7	2	7
11	23	190	190	190	118	118	118	13	190
12	14	497	497	497	497	497	14	497	497
13	47	184	184	184	184	184	47	87	87
14	22	102	102	102	102	102	45	45	45
15	120	1,027	1,027	1,027	1,027	1,027	388	467	467
16	23	130	130	130	97	130	57	23	80
17	11	80	53	80	53	53	17	.....	17
18	13	76	76	76	56	76	29	13	29
19	27	85	85	85	85	85	40	27	40
20	33	342	342	342	342	342	140	52	140
21	56	23	1,015	790	1,015	790	1,015	542	79
22	17	85	85	85	68	85	40	40	52
23	10	2	43	25	.....	20	25	20	25
24	3	12	10	.....	4	4	10	.....	10
25	12	240	240	240	146	146	146	146	240
26	92	291	212	304	226	226	92	92	151
27	10	100	50	.....	50	40	30	20	20
28	37	8	138	338	138	138	109	45	138
29	18	64	64	64	64	64	64	18	30
30	6	18	12	.....	13	13	13	11	11
31	17	58	58	58	58	58	58	34	34
32	77	581	313	581	441	441	138	77	138
33	10	47	37	47	37	37	37	10	29
34	52	216	216	216	216	216	100	100	100
35	24	99	99	99	99	99	41	24	41
36	30	152	152	152	152	152	30	30	43
37	16	65	65	65	65	65	32	32	38
38	19	46	46	46	46	46	25	25	25
39	52	512	512	512	512	512	52	132	252
40	55	246	246	246	246	246	55	110	145
41	9	49	49	49	49	49	23	23	23
42	45	156	113	156	156	156	45	45	77
43	31	135	135	135	89	135	57	31	57
44	12	48	48	.....	23	48	23	12	12
45	53	344	219	344	219	344	117	171	171
46	37	781	781	781	111	278	278	37	278
47	15	64	64	64	43	64	33	33	33
48	21	172	172	.....	172	172	61	21	113
49	50	307	307	307	307	307	98	50	98
50	60	.....	370	.....	370	370	118	118	118
51	17	59	59	59	45	59	33	17	33
52	50	337	232	189	232	337	65	168	168



## ROMAN CATHOLIC

## II. TABLE G—ATTENDANCE, PUPILS IN THE

Towns—Continued	Physiology and Hygiene	Nature Study	Physical Culture	Bookkeeping	Arithmetic and Mensuration	Algebra	Geometry
1 Alexandria .....	598	598	.....	.....	.....	.....	.....
2 Almonte .....	48	64	123	.....	.....	.....	.....
3 Amherstburg .....	335	314	335	41	21	20	20
4 Arnprior .....	285	344	424	.....	.....	.....	.....
5 Barrie .....	140	140	140	.....	.....	.....	.....
6 Berlin .....	674	674	674	.....	.....	.....	.....
7 Blind River .....	301	301	301	.....	.....	.....	.....
8 Bonfield .....	141	23	.....	.....	.....	.....	.....
9 Brockville .....	214	313	313	.....	.....	.....	.....
10 Cache Bay .....	7	44	.....	.....	.....	.....	.....
11 Chelmsford .....	68	190	190	13	55	.....	.....
12 Cobalt .....	497	497	.....	.....	.....	.....	.....
13 Cobourg .....	87	184	184	.....	.....	.....	.....
14 Collingwood .....	102	102	102	.....	.....	.....	.....
15 Cornwall .....	1,027	1,027	1,027	.....	.....	.....	.....
16 Dundas .....	130	130	130	.....	.....	.....	.....
17 Fort Frances .....	.....	.....	.....	.....	.....	.....	.....
18 Galt .....	76	76	76	.....	.....	.....	.....
19 Goderich .....	85	85	85	.....	.....	.....	.....
20 Haileybury .....	342	342	342	.....	.....	.....	.....
21 Hawkesbury .....	542	1,015	1,015	542	23	23	23
22 Ingersoll .....	85	85	85	.....	.....	.....	.....
23 Kearney .....	20	25	.....	1	2	2	2
24 Keewatin .....	.....	10	20	.....	.....	.....	.....
25 Kenora .....	240	240	240	.....	.....	.....	.....
26 Lindsay .....	151	304	304	.....	.....	.....	.....
27 Massey .....	30	30	100	.....	.....	.....	.....
28 Mattawa .....	138	138	338	20	8	8	8
29 Mount Forest .....	40	64	64	.....	.....	.....	.....
30 New Liskeard .....	11	11	32	.....	.....	.....	.....
31 Newmarket .....	58	58	58	.....	.....	.....	.....
32 North Bay .....	441	581	581	.....	.....	.....	.....
33 Oakville .....	37	37	47	.....	.....	.....	.....
34 Orillia .....	153	216	216	.....	.....	.....	.....
35 Oshawa .....	99	99	99	.....	.....	.....	.....
36 Owen Sound .....	152	152	152	.....	.....	.....	.....
37 Paris .....	65	65	65	6	.....	.....	.....
38 Parkhill .....	46	46	46	.....	.....	.....	.....
39 Pembroke .....	316	316	512	.....	.....	.....	.....
40 Perth .....	246	246	246	.....	.....	.....	.....
41 Picton .....	49	49	49	.....	.....	.....	.....
42 Prescott .....	113	156	156	.....	.....	.....	.....
43 Preston .....	135	135	135	.....	.....	.....	.....
44 Rainy River .....	108	108	.....	.....	.....	.....	.....
45 Renfrew .....	171	344	344	.....	.....	.....	.....
46 Rockland .....	781	781	781	.....	.....	.....	.....
47 St. Mary's .....	64	64	64	.....	.....	.....	.....
48 Sandwich .....	113	257	257	.....	.....	.....	.....
49 Sarnia .....	307	307	307	50	.....	.....	.....
50 Sault Ste. Marie .....	.....	.....	.....	.....	.....	.....	.....
51 Seaforth .....	59	59	59	.....	.....	.....	.....
52 Steelton .....	337	337	158	.....	.....	.....	.....

SEPARATE SCHOOLS—Continued

VARIOUS BRANCHES OF INSTRUCTION, ETC.—Continued

	Latin	French (beyond 4th Book)	French (Primer to 4th Book inclusive)	German (beyond 4th Book)	German (Primer to 4th Book inclusive)	Elementary Science	Commercial Subjects	Agriculture	Manual Training	Household Science	Maps, Globes and Prizes			Number of Trees planted on Arbor Day
											Number of Maps	Number of Globes	Number of Schools giving Prizes	
1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10	1	.....	.....
2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	1	.....	.....
3	.....	21	314	.....	.....	21	2	.....	.....	.....	15	4	1	2
4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	12	1	.....	.....
5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	18	4	.....	.....
6	.....	.....	.....	.....	674	.....	.....	.....	91	77	34	2	.....	.....
7	.....	.....	251	.....	.....	.....	.....	.....	.....	.....	12	1	.....	.....
8	.....	.....	124	.....	.....	.....	.....	.....	.....	.....	11	1	1	.....
9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10	3	.....	.....
10	.....	.....	147	.....	.....	.....	.....	.....	.....	.....	7	2	1	.....
11	.....	.....	186	.....	.....	.....	.....	.....	.....	.....	12	2	1	12
12	.....	.....	407	.....	.....	.....	.....	.....	.....	.....	7	2	.....	.....
13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10	1	.....	.....
14	.....	.....	.....	.....	.....	.....	.....	.....	24	.....	19	2	1	.....
15	.....	.....	328	.....	.....	.....	.....	.....	.....	.....	20	1	.....	.....
16	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	12	2	.....	.....
17	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	9	1	2	.....
18	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	1	1	.....
19	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	17	2	.....	.....
20	.....	.....	170	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....
21	.....	23	926	.....	.....	23	.....	.....	324	.....	25	8	.....	.....
22	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	9	1	1	.....
23	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	7	1	.....	.....
24	.....	.....	17	.....	.....	.....	.....	.....	.....	.....	6	1	1	.....
25	.....	.....	240	.....	.....	.....	.....	.....	.....	.....	17	3	1	.....
26	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	28	2	.....	.....
27	.....	.....	75	.....	.....	.....	.....	.....	.....	.....	4	1	1	.....
28	8	8	174	.....	.....	8	.....	.....	.....	.....	12	2	.....	.....
29	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	12	1	.....	.....
30	.....	.....	12	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....
31	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	9	1	.....	.....
32	.....	.....	173	.....	.....	.....	.....	.....	.....	.....	25	1	1	10
33	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	1	1	.....
34	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	17	3	.....	.....
35	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	1	.....	.....
36	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10	1	.....	.....
37	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	1	1	.....
38	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	1	.....	.....
39	.....	.....	72	.....	.....	.....	.....	.....	.....	.....	26	4	1	.....
40	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	9	1	.....	.....
41	.....	.....	.....	.....	.....	.....	.....	35	.....	.....	9	1	.....	.....
42	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	12	1	.....	.....
43	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	1	1	.....
44	.....	.....	64	.....	.....	.....	.....	.....	.....	.....	2	1	1	.....
45	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	15	2	.....	.....
46	.....	.....	781	.....	.....	.....	.....	.....	.....	.....	20	9	2	.....
47	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	1	.....	.....
48	.....	.....	254	.....	.....	.....	.....	.....	.....	.....	9	2	1	.....
49	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10	3	1	.....
50	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	1	.....	.....
51	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10	1	.....	.....
52	.....	.....	214	.....	.....	.....	.....	.....	.....	.....	10	1	.....	.....

ROMAN CATHOLIC

II. TABLE G—ATTENDANCE, PUPILS IN THE

Towns—Continued	Number of Pupils	Boys	Girls	Average daily attendance	Percentage of average to total attendance	Read-			
						First Reader, Part I, or Primer	First Reader, Part II, or 1st Book	Second Book	Third Book
53 Sturgeon Falls.....	401	179	222	268	67	173	72	59	62
54 Sudbury .....	563	282	281	318	56	258	84	91	61
55 Thorold .....	113	59	54	84	74	17	17	17	18
56 Tilbury .....	237	108	129	132	56	86	34	47	40
57 Trenton .....	146	69	77	106	72	47	14	20	31
58 Vankleek Hill.....	234	94	140	131	56	68	40	41	44
59 Walkerton .....	175	90	85	131	75	26	25	40	34
60 Walkerville.....	129	62	67	85	66	44	15	31	27
61 Wallaceburg .....	296	143	153	178	60	85	58	47	54
62 Waterloo .....	180	94	86	140	78	33	24	43	41
63 Whitby .....	48	26	22	28	58	11	7	5	10
Totals.....	15,677	7,821	7,856	10,206	65.10	4,904	2,853	3,133	2,441
Totals									
1 Rural Schools.....	16,080	8,161	7,919	9,017	56.07	5,605	2,817	2,957	2,621
2 Cities.....	25,875	13,269	12,606	16,959	65.54	7,504	4,168	4,789	4,917
3 Towns .....	15,677	7,821	7,856	10,206	65.10	4,904	2,853	3,133	2,441
4 Villages .....	1,764	880	884	1,128	63.94	531	297	342	301
5 Grand Totals, 1911 .....	59,396	30,131	29,265	37,310	62.81	18,544	10,135	11,221	10,280
6 Grand Totals, 1910 .....	57,263	29,108	28,155	36,381	63.53	18,058	9,168	10,900	9,827
7 Increases .....	2,133	1,023	1,110	929	.....	486	967	321	453
8 Decreases.....	.....	.....	.....	.....	.72	.....	.....	.....	.....
9 Percentages .....	.....	50.72	49.27	62.81	.....	31.22	17.06	18.89	17.30



SEPARATE SCHOOLS—Continued

VARIOUS BRANCHES OF INSTRUCTION, ETC.—Continued

ing										
Fourth Book	Beyond 4th Book	Art	Geography	Music	Literature	Composition	Grammar	English History	Canadian History	
53	35	401	318	.....	318	318	35	35	35	
54	69	563	305	563	305	563	130	130	221	
55	44	113	79	113	113	113	62	62	62	
56	18	237	237	.....	151	151	70	30	70	
57	34	146	146	146	146	146	34	34	65	
58	41	234	234	234	85	234	132	85	132	
59	50	175	175	175	175	175	84	50	84	
60	12	129	129	.....	70	70	39	12	39	
61	35	296	296	296	296	296	106	106	153	
62	39	180	180	180	180	180	80	80	80	
63	15	48	48	48	48	48	15	25	25	
2,263		83	14,690	13,250	13,306	11,886	13,565	5,256	4,611	7,251
1	1,921	159	12,130	10,149	8,096	9,616	10,717	5,988	3,593	6,233
2	3,807	690	25,423	21,410	25,196	22,506	24,444	10,230	7,965	14,183
3	2,263	83	14,690	13,250	13,306	11,886	13,565	5,256	4,611	7,251
4	293	.....	1,667	1,576	1,630	1,622	1,545	974	696	774
5	8,284	932	53,910	46,385	48,228	45,630	50,271	22,448	16,865	28,441
6	8,292	1,018	52,530	46,411	43,852	41,203	46,817	23,120	17,367	30,488
7	.....	.....	1,380	.....	4,376	4,427	3,454	.....	.....	.....
8	8	86	.....	26	.....	.....	.....	672	502	2,047
9	13.94	1.56	90.76	78.09	81.19	76.82	84.63	37.79	28.39	47.88

ROMAN CATHOLIC

II. TABLE G—ATTENDANCE, PUPILS IN THE

Towns—Concluded	Physiology and Hygiene	Nature Study	Physical Culture	Bookkeeping	Arithmetic and Mensuration	Algebra	Geometry	Latin
53 Sturgeon Falls.....	318	318	318	.....	.....	.....	.....	.....
54 Sudbury .....	221	563	563	.....	.....	.....	.....	.....
55 Thorold .....	113	113	113	.....	.....	.....	.....	.....
56 Tilbury.....	70	237	237	12	12	12	12	.....
57 Trenton .....	146	146	146	.....	.....	.....	.....	.....
58 Vankleek Hill.....	234	234	234	.....	.....	.....	.....	.....
59 Walkerton .....	175	175	175	.....	.....	.....	.....	.....
60 Walkerville.....	129	129	129	.....	.....	.....	.....	.....
61 Wallaceburg .....	296	296	296	17	17	17	17	17
62 Waterloo .....	180	180	180	.....	.....	.....	.....	.....
63 Whitby.....	48	48	48	.....	.....	.....	.....	.....
Totals.....	12,194	14,222	13,415	702	138	82	82	25
Totals								
1 Rural Schools .....	8,622	9,371	8,734	173	154	153	133	32
2 Cities .....	20,512	24,947	24,604	842	737	515	437	346
3 Towns .....	12,194	14,222	13,415	702	138	82	82	25
4 Villages .....	1,386	1,534	1,527	95	.....	.....	.....	.....
5 Grand Totals, 1911 .....	42,714	50,074	48,280	1,812	1,029	750	652	403
6 Grand Totals, 1910 .....	40,595	47,886	43,169	854	1,013	730	719	442
7 Increases .....	2,119	2,188	5,111	958	16	20	.....	.....
8 Decreases.....	.....	.....	.....	.....	.....	.....	67	39
9 Percentages.....	71.91	84.30	81.28	3.05	1.73	1.26	1.09	.67

SEPARATE SCHOOLS—Concluded

VARIOUS BRANCHES OF INSTRUCTION, ETC.—Concluded

	French (beyond 4th Book)	French (Primer to 4th Book, inclusive)	German (beyond 4th Book)	German (Primer to 4th Book, inclusive)	Elementary Science	Commercial Subjects	Agriculture	Manual Training	Household Science	Maps, Globes and Prizes			Number of Trees planted on Arbor Day
										Number of Maps	Number of Globes	Number of Schools giving Prizes	
53		354								10	7		6
54		401								16	1		
55										9	1		
56	12	175			12	12		237		12	2	1	
57										7	2		
58		234								12	1		
59										12	3	1	
60		40								8	1	1	
61					17					10	2	1	
62				147						20	2	1	
63										3	1		
	64	6,133		821	82	14	35	676	77	722	116	29	30
1	76	10,146	2	574	106	67	359	82	132	2,274	280	107	328
2	472	6,355	3		446	664	30	514	1,687	1,156	171	36	
3	64	6,133		821	82	14	35	676	77	722	116	29	30
4		735						43	359	152	18	8	50
5	612	23,369	5	1,395	634	745	424	1,315	2,255	4,304	585	180	408
6	747		21		613	413	683	2,686	1,079	4,316	552	208	564
7					21	332			1,176		33		
8	135		16				259	1,371		12		28	156
9	1.03	39.34		2.34	1.06	1.25	.71	2.21	3.79	*8.69	*1.18	36.36	

\* To each school.



## CONTINUATION

## I. TABLE H—FINAN—

Continuation Schools	Receipts						Ex-
	Legislative Grants	Municipal Grants (county)	Municipal Grants (local)	School Fees	Balances and other sources	Total Receipts	
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1 Acton .....	495 90	495 90	1,031 73	201 90	78 66	2,304 09	1,800 00
2 Alliston .....	738 15	738 15	1,547 85	464 75	.....	3,488 90	2,740 00
3 Alvinston .....	546 40	746 40	671 36	309 00	19 00	2,292 16	1,840 00
4 Amherstburg ....	687 45	987 45	2,086 50	171 40	633 37	4,566 17	2,580 00
5 Arkona .....	209 25	200 00	208 86	99 00	.....	717 11	650 00
6 Ashton .....	88 70	88 70	174 00	18 50	110 40	480 30	175 00
7 Avonmore .....	381 70	477 13	600 00	247 00	179 48	1,885 31	1,317 50
8 Ayr .....	283 95	283 95	535 04	137 00	186 26	1,426 20	885 00
9 Bath .....	292 30	292 30	675 00	76 00	3,435 71	4,771 31	940 00
10 Beaverton .....	477 90	577 90	957 82	615 00	39 30	2,667 92	1,962 00
11 Beeton .....	462 25	231 13	1,103 49	303 10	104 16	2,204 13	1,680 88
12 Belmont .....	303 50	681 13	449 32	227 50	.....	1,661 45	1,400 00
13 Blenheim .....	609 50	609 50	954 57	157 00	.....	2,330 57	1,870 00
14 Blind River .....	986 00	.....	943 00	.....	10 00	1,939 00	1,700 00
15 Blyth .....	303 00	606 00	29 98	197 85	6 00	1,142 83	1,000 00
16 Bothwell .....	467 75	467 75	815 00	84 00	.....	1,834 50	1,575 00
17 Bowesville .....	165 20	200 00	350 00	62 00	124 54	901 74	800 00
18 Bracebridge .....	1,620 10	.....	1,042 52	473 00	.....	3,135 62	2,675 00
19 Bridgeburg .....	524 15	599 15	1,504 82	.....	.....	2,628 12	1,919 12
20 Bruce Mines .....	991 80	.....	865 74	.....	.....	1,857 54	1,658 00
21 Brussels .....	598 75	399 17	733 34	371 00	686 79	2,789 05	2,112 74
22 Burk's Falls .....	869 60	.....	998 90	31 50	16 00	1,916 00	1,778 00
23 Burlington .....	502 10	502 10	800 00	316 00	14 10	2,134 30	1,900 00
24 Cannington .....	208 15	208 15	766 95	355 25	4,068 08	5,606 58	1,460 00
25 Cardinal .....	232 20	332 20	721 97	232 00	.....	1,518 37	1,040 00
26 Carp .....	1,670 15	953 15	804 60	225 00	394 00	4,046 90	2,716 67
27 Chesterville .....	603 75	754 70	1,125 00	.....	9,502 03	11,985 48	2,080 00
28 Claremont .....	455 10	555 10	800 00	101 10	.....	1,911 30	1,418 32
29 Coldwater .....	460 05	460 05	1,116 66	227 50	96 66	2,360 92	1,590 00
30 Comber .....	422 25	551 74	400 00	194 10	1,226 18	2,794 27	1,365 00
31 Cookstown .....	508 05	608 89	1,175 07	238 00	.....	2,530 01	1,700 00
32 Crediton .....	222 70	279 60	361 82	150 75	.....	1,014 87	511 00
33 Creemore .....	176 85	176 85	562 30	24 00	.....	940 00	870 00
34 Drayton .....	520 50	583 58	647 66	503 75	208 28	2,463 77	1,719 84
35 Dresden .....	549 10	549 10	801 10	179 38	.....	2,078 68	1,770 00
36 Drumbo .....	229 80	279 80	806 22	80 75	459 80	1,956 37	840 00
37 Dundalk .....	573 75	860 62	1,474 06	378 70	.....	3,287 13	2,100 00
38 Durham .....	648 35	972 53	204 88	319 95	.....	2,145 71	1,430 00
39 Eganville R.C.S.S.	239 60	469 36	599 17	.....	658 87	1,967 00	950 00
40 Ennismore .....	444 20	444 18	300 00	470 00	25 00	1,683 38	1,520 00
41 Erin .....	360 40	435 40	288 92	141 00	10 00	1,235 72	890 00
42 Exeter .....	782 30	1,564 60	.....	833 45	300 00	3,480 35	2,940 00
43 Fenelon Falls .....	301 10	301 10	400 00	.....	.....	1,002 20	1,000 00
44 Faversham .....	207 45	311 17	439 22	112 00	150 00	1,219 84	800 00
45 Finch .....	321 85	402 32	391 06	105 50	.....	1,220 67	1,176 75

SCHOOLS  
IAL STATEMENT

Expenditure										Charges per year for Tuition		
Buildings, Sites and all permanent improvements		Repairs to school accommodations		Library, scientific apparatus, maps, etc., typewriters, drawing models and equipment for physical culture		School books, stationery, prizes, fuel, examinations and other expenses		Total Expenditure	Balances			
	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.		
1	41	12	41	80	30	00	351	74	2,264	66	39 43	Res. \$5; others \$7.
2							748	90	3,488	90		Res. \$5; others \$10.
3					245	54	206	62	2,292	16		1st yr. free; other yrs. \$10.
4	623	58			74	85	783	34	4,061	77	504 40	\$5.
5	17	25			10	86	39	00	717	11		\$10.
6	20	00			32	93	159	17	387	10	93 20	\$5.
7	75	00					86	49	1,478	99	406 32	\$14.
8					52	50	27	51	965	01	461 19	\$10.
9	208	22					3,372	50	4,520	72	250 59	Res. free; others \$5.
10	238	19	2	55	100	00	365	18	2,667	92		\$10. [II and III \$10.
11	128	60			100	00	245	55	2,154	15	49 98	Res. free; others, F. I \$8, F's
12					47	85	164	75	1,612	60	48 85	\$10.
13	150	00	30	00	97	07	183	50	2,330	57		Res. free; others \$10.
14			11	00	10	00	218	00	1,939	00		Free.
15					15	45	127	38	1,142	83		\$7.50.
16			20	00	46	79	189	62	1,831	41	3 09	Res. free; others \$10.
17					2	00	82	37	884	37	17 37	\$5.
18					310	62	150	00	3,135	62		\$2.50 to \$20.
19	326	98					171	42	2,417	52	210 60	Free.
20					130	56			1,788	56	68 98	Free.
21	33	00			26	75	118	07	2,290	56	498 49	F. I \$5; F. II \$7.50; F. III \$10;
22			24	00			114	00	1,916	00		Res. free; others \$5.
23	30	00			45	00	115	00	2,090	00	44 30	\$10.
24							90	40	1,550	40	4,056 18	\$10.
25	218	37			60	00	200	00	1,518	37		\$10.
26	52	76			66	75	416	85	3,253	03	793 87	Res. \$5; non-res. \$10.
27	8,832	13			92	85	217	09	11,222	07	763 41	Free.
28					74	71	103	73	1,596	76	314 54	\$10 for Forms II and III.
29	70	39	15	80	155	84	140	59	1,972	62	388 30	\$10.
30			10	00	35	45	48	74	1,459	19	1,335 08	\$7.
31	66	00					276	17	2,042	17	487 84	\$7.50.
32					16	14	128	50	655	64	359 23	\$10.
33							70	00	940	00		Res. free; others \$10.
34			147	50	169	00	408	35	2,444	69	19 08	Res. 1st yr. free, 2nd yr. \$5, Middle Sch. & all non-res. \$10.
35			308	68					2,078	68		Res. F's I & II free, F. III \$5, non-res. F's I & II \$6, F. III \$10.
36	575	52			14	45	66	60	1,496	57	459 80	Res. \$2.50, \$5, \$7.50; others \$2.50 extra.
37	6	00			148	40	332	73	2,587	13	700 00	\$10.
38					94	88	35	10	1,559	98	585 73	\$7.50.
39	739	72			20	25	257	03	1,967	00		Free.
40	10	00	15	00	43	00	85	38	1,673	38	10 00	\$15.
41					103	89	107	07	1,100	96	134 76	Lower Sch. free; others \$9.
42					129	70	339	85	3,409	55	70 80	Res. 1st yr. free; others \$10.
43									1,000	00	2 20	Free.
44	49	53			110	74	250	52	1,210	79	9 05	\$8.
45					13	50	20	00	1,210	25	10 42	\$10.

## CONTINUATION

## I. TABLE H—FINAN-

Continuation Schools	Receipts						Ex-
	Legislative Grants	Municipal Grants (county)	Municipal Grants (local)	School Fees	Balances and other sources	Total Receipts	
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
46 Fitzroy Harbour..	201 10	301 10	300 00	23 00	308 48	1,133 68	717 00
47 Flesherton.....	492 72	739 12	1,500 00	.....	123 94	2,855 78	1,805 00
48 Fort Frances ....	1,049 80	.....	693 38	.....	290 57	2,033 75	2,033 75
49 Gore Bay.....	910 00	.....	750 17	293 00	.....	1,953 17	1,740 00
50 Grand Valley ....	440 05	440 05	393 80	414 20	.....	1,598 10	1,580 00
51 Hanover .....	507 00	760 50	591 01	193 00	.....	2,051 51	1,671 51
52 Harrow .....	264 20	364 20	332 00	79 00	7 00	1,046 40	850 00
53 Havelock .....	496 20	496 20	1,409 94	64 00	206 20	2,672 54	1,815 69
54 Highgate .....	554 45	577 33	1,200 00	188 00	695 36	3,215 14	1,900 00
55 Huntsville .....	1,154 50	.....	703 75	123 75	208 37	2,190 37	1,875 00
56 Jarvis .....	221 25	221 25	280 50	50 00	.....	773 00	700 00
57 Jockvale.....	234 10	234 10	520 00	53 00	59 79	1,100 99	752 50
58 Kars .....	211 00	211 00	300 00	.....	.....	722 00	700 00
59 Keewatin .....	642 10	.....	1,880 75	10 00	250 59	2,783 44	1,920 00
60 Kenmore .....	246 05	246 05	300 00	187 00	422 55	1,401 65	770 00
61 Kinburn .....	225 85	225 85	500 00	.....	690 65	1,642 35	800 00
62 Lakefield .....	507 00	507 00	1,500 00	.....	24 00	2,538 00	1,610 00
63 Lanark .....	448 50	448 50	1,000 00	183 00	18 00	2,098 00	1,350 00
64 Little Current....	614 00	.....	686 00	.....	.....	1,300 00	900 00
65 Lucknow .....	557 10	759 10	611 58	347 00	.....	2,274 78	2,052 95
66 Malakoff .....	221 45	178 43	175 00	.....	173 02	747 90	678 75
67 Manitowaning....	452 90	.....	243 35	110 00	.....	806 25	800 00
68 Manotick .....	228 30	228 30	350 00	49 00	300 00	1,155 60	785 00
69 Markdale .....	1,791 30	835 95	316 14	359 50	6,300 51	9,603 40	2,820 00
70 Maxville .....	242 95	301 68	72 67	234 00	.....	851 30	800 00
71 Melbourne .....	382 45	582 80	500 00	150 25	212 83	1,828 33	1,231 06
72*Merlin .....	.....	.....	217 02	68 00	1,200 00	1,485 02	331 50
73 Merrickville ....	434 80	524 80	772 95	69 00	80 00	1,872 55	1,500 00
74 Metcalfe.....	238 50	238 50	462 67	46 00	167 84	1,153 51	550 00
75 Millbrook .....	443 25	843 25	407 00	.....	19 00	1,712 50	1,359 75
76 Milton.....	491 80	491 80	2,429 24	179 50	.....	3,592 34	1,660 00
77 Morewood .....	567 25	709 06	1,719 64	56 00	10,048 39	13,100 34	1,970 00
78 Mount Albert ....	449 50	449 50	500 00	335 00	26 00	1,760 00	1,400 00
79 Munster .....	85 45	85 85	120 00	.....	60 79	352 09	278 60
80 New Hamburg ....	417 25	417 25	.....	76 00	1,165 03	2,075 53	1,640 00
81 New Liskeard....	1,235 00	.....	1,071 38	.....	.....	2,306 38	2,060 00
82 North Augusta ....	374 15	474 15	551 79	197 00	9 03	1,606 12	1,273 34
83 North Gower .....	272 75	272 75	443 96	141 00	55 22	1,185 68	900 00
84 Norwich.....	479 00	629 00	372 16	198 00	213 62	1,891 78	1,650 00
85 Odessa .....	346 15	541 22	1,025 27	56 25	195 07	2,163 96	1,449 02
86 Oil Springs .....	458 85	200 00	1,117 36	80 00	.....	1,856 21	1,600 00
87 Orono .....	223 75	473 75	566 36	.....	.....	1,263 86	800 00
88 Paisley.....	529 50	806 50	700 00	376 25	.....	2,412 25	1,694 18
89 Pakenham .....	502 00	896 97	500 00	442 00	740 00	3,080 97	1,875 00

\* Opened in September.



SCHOOLS—Continued

FINANCIAL STATEMENT—Continued

Expenditure						Charges per year for Tuition
Buildings, Sites and all permanent improvements	Repairs to school accommodations	Library, scientific apparatus, maps, etc., typewriters, drawing materials and equipment for physical culture	School books, stationery, prizes, fuel, examination and other expenses	Total Expenditure	Balances	
\$	c.	\$	c.	\$	c.	
46	44 66	75 99	186 57	1,024 22	109 46	Last term \$5; other terms free.
47	155 83	78 33	348 31	2,387 47	468 31	Free.
48				2,033 75		Free.
49	6 23	47 73	159 21	1,953 17		\$10.
50		18 10		1,598 10		F's II and III \$8.
51			76 00	1,747 51	304 00	Res. F. I free; all others \$10.
52	100 00	5 40	91 00	1,046 40		Res. free; non-res. \$10.
53	599 34	21 25	209 76	2,670 83	1 71	Res. \$3; others \$6.
54	141 12		110 91	2,287 23	927 91	Form I Lower School \$4.50; others \$7.50.
55		39 85	126 35	2,041 20	149 17	Res. F's I & II free; non-res. F's I & II \$7.50; all F. III \$10.
56		40 00	33 00	773 00		\$7.50.
57	160 00	28 91	143 15	1,084 56	16 43	\$5.
58			22 00	722 00		Free.
59	366 40	33 10	165 39	2,783 44		Res. free; others \$10.
60	35 00	8 65	345 24	1,158 89	242 76	\$10.
61	15 13	8 74	627 12	1,450 99	191 36	Free.
62	200 00	15 00	175 80	2,321 68	216 32	Free.
63	81 70		252 72	1,795 26	302 74	Res. free; others \$10.
64			267 00	1,300 00		Free.
65	150 00	25 25		2,228 20	46 58	Res. \$5; others \$10.
66		6 00	30 35	744 44	3 46	Free.
67			6 25	806 25		\$10.
68	10 00	116 00	62 38	973 38	182 22	\$5.
69	5,133 38	24 75	435 30	8,494 93	1,108 47	\$10.
70			51 30	851 30		Res. \$5; others \$10.
71	214 45	1 50	44 13	1,826 77	1 56	Res. free; others \$10.
72	1,072 00		81 52	1,485 02		\$10.
73	20 61		55 85	1,872 55		\$5.
74			229 29	779 29	374 22	Res. free; others \$10.
75		29 70	118 47	1,682 42	30 08	Free.
76	1,100 00	480 00	139 24	3,591 62	0 72	Res. who take lang. \$7; others \$6, or \$10 with languages.
77	10,844 50		20 23	13,100 34		Res. free; others \$10.
78	60 00		56 61	216 27	27 12	\$10.
79				25 47	304 07	48 02
80	229 71		84 17	121 65	2,075 53	
81		54 71	43 82	147 85	2,306 38	
82	125 00	6 87	46 07	63 73	1,515 01	91 11
83			186 83	98 85	1,185 68	
84				116 66	1,766 66	125 12
85	100 00	10 00	27 90	577 04	2,163 96	
86		7 50		248 71	1,856 21	
87	10 00		67 30	71 97	949 27	314 59
88	29 50	21 00	108 00	306 89	2,159 57	252 68
89		17 20	21 30	216 00	2,129 50	951 47

## CONTINUATION

## I. TABLE H—FINAN=

Continuation Schools	Receipts						Ex-
	Legislative Grants	Municipal Grants (county)	Municipal Grants (local)	School Fees	Balances and other sources	Total Receipts	Teachers' Salaries
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
90 Palmerston .....	566 40	716 40	714 95	.....	25 00	2,022 75	1,724 86
91 Parry Sound.....	1,753 70	.....	2,907 23	85 00	.....	4,745 93	3,750 00
92 Plattsville .....	264 40	414 40	300 00	197 50	300 00	1,476 30	940 00
93 Port Burwell ....	429 10	858 20	503 84	34 00	.....	1,825 14	1,470 00
94 Powassan.....	513 60	.....	469 60	173 00	.....	1,156 20	863 87
95 Princeton.....	252 00	402 00	367 81	.....	888 66	1,910 47	851 33
96 Richard's Landing	473 60	.....	450 00	110 00	161 86	1,195 46	800 00
97 Richmond .....	215 90	345 90	182 04	119 50	.....	863 34	781 40
98 Ridgeway .....	295 20	370 20	500 00	.....	4,254 00	5,419 40	1,200 00
99 Ripley .....	276 65	476 65	701 70	142 35	.....	1,597 35	900 00
100 Rodney .....	353 00	706 00	251 83	.....	19 90	1,330 73	1,188 00
101 Russell .....	240 00	540 00	300 00	148 50	.....	1,228 50	785 00
102 St. George .....	243 35	243 35	301 80	18 25	.....	806 75	800 00
103 Schomberg.....	226 90	226 90	372 82	57 85	.....	884 47	725 00
104 Shelburne .....	702 40	702 40	1,500 00	352 50	16 55	3,273 85	2,390 00
105 Southampton.....	471 90	671 90	837 86	189 27	.....	2,170 93	1,500 00
106 Spencerville .....	242 65	342 65	300 00	210 50	752 77	1,848 57	1,000 00
107 Springfield .....	297 70	595 40	239 93	94 00	.....	1,227 03	1,000 00
108 Stayner .....	467 70	467 70	693 03	325 75	.....	1,954 18	1,595 00
109 Stella .....	169 35	169 35	.....	329 30	32 00	700 00	600 00
110 Stouffville .....	558 30	656 30	465 22	363 00	18 00	2,060 82	1,794 32
111* Tara .....	.....	.....	562 51	74 00	.....	636 51	400 00
112 Tavistock .....	282 25	432 25	162 45	93 50	.....	970 45	940 00
113 Teeswater .....	311 95	511 95	400 00	209 50	295 16	1,728 56	1,062 12
114 Thamesville .....	508 50	508 50	569 87	105 65	10 00	1,702 52	1,350 00
115 Thessalon .....	1,090 10	.....	920 03	.....	.....	2,010 13	1,916 00
116 Thornbury .....	415 15	622 73	722 42	103 50	.....	1,863 80	1,559 20
117 Tilbury .....	490 00	489 85	564 65	200 00	340 00	2,084 50	1,680 00
118 Tottenham.....	356 50	366 00	700 00	300 00	224 00	1,946 50	1,600 00
119 Tweed.....	489 55	788 75	400 00	320 00	.....	1,998 30	1,590 00
120 Wallaceburg .....	620 75	620 75	1,208 50	60 00	.....	2,510 00	2,150 00
121 Warkworth .....	456 00	856 00	638 51	414 45	31 00	2,395 96	1,483 32
122 Webbwood .....	509 50	.....	703 33	.....	.....	1,212 83	900 00
123 West Lorne .....	304 00	608 00	500 00	.....	378 58	1,790 58	1,080 00
124 Westmeath.....	222 75	222 75	500 00	132 50	2 44	1,080 44	793 33
125 Westport R.C.S.S.	148 25	147 05	400 00	10 00	157 25	862 55	500 00
126 Westport .....	252 75	378 19	168 17	42 50	.....	841 61	820 00
127* Wheatley .....	.....	.....	430 34	42 50	.....	472 84	280 00
128 Winchester .....	540 40	540 40	1,640 43	58 25	5 95	2,785 43	1,900 00
129 Wroxeter .....	274 90	549 00	170 41	131 20	2 00	1,127 51	900 00
Totals, 1911.....	59,875 42	54,598 73	86,983 56	20,104 20	54,929 64	276,491 55	177,057 29
Percentages.....	21.65	19.74	31.46	7.27	19.86	.....	70.23

\* Opened in September.

SCHOOLS—Continued

CIAL STATEMENT—Concluded

penditure																	
Buildings, Sites and all permanent improvements		Repairs to school accommodation		Library, scientific apparatus, maps, etc., typewriters, drawing models and equipment for physical culture		School books, stationery, prizes, fuel, examinations and other expenses		Total Expenditure		Balances		Charges per year for Tuition					
\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.						
90	15 15	5 91		22 30		254 53		2,022 75				Free.					
91	5 8 56			93 27		394 10		4,745 93				Res. free; others \$10.					
92	217 45			12 70		134 95		1,305 10		171 20		Res. \$5; others \$10.					
93		8 00		94 67		76 00		1,648 67		176 47		Res. free; others \$5.					
94				129 06		73 00		1,065 93		90 27		Res. \$10; others \$15.					
95				30 00		140 48		1,021 81		888 66		Res. free; others \$4.50.					
96	74 00					96 67		970 67		224 79		Res. \$5; others \$10.					
97						81 94		863 34				Res. \$5; others \$10.					
98	4,113 50			32 86		73 04		5,419 40				Free.					
99	177 33			50 09		100 60		1,227 42		369 93		\$5.					
100						142 73		1,330 73				Free.					
101	51 27			187 40		140 14		1,163 81		64 69		\$10.					
102				6 75				806 75				Res. free; others \$2.50. [\$10.					
103				55 47		104 00		884 47				Res. F. I free; others \$5; F. II					
104	201 84	81 35		85 19		409 08		3,167 46		106 39		\$10.					
105	286 57			123 65		260 71		2,170 93				\$8.					
106				6 47		195 46		1,201 93		646 64		\$10.					
107	51 10			57 33		118 60		1,227 03				\$10.					
108	16 83			92 73		249 62		1,954 18				Res. \$5; others \$10.					
109	50 00			25 25		24 75		700 00				\$50 for each family represent'd.					
110				30 10		236 40		2,060 82				\$10.					
111	110 76			125 75				636 51				\$10.					
112				8 70		21 75		970 45				Res. \$5; others \$10.					
113				6 32		123 40		1,191 84		536 72		F. I \$5; F. II \$7.50; F. III \$10.					
114				292 52		60 00		1,702 52				\$10.					
115	15 80			61 69		16 64		2,010 13				Free.					
116	85 72			35 00		183 88		1,863 80				\$5.				[class.	
117				100 00				1,780 00		304 50		\$10; \$25 for special commercial					
118						346 50		1,946 50				F. I free; others \$10.					
119	100 00	20 00		45 03		181 00		1,936 03		62 27		Res. \$5; others \$10.					
120				85 00		275 00		2,510 00				Res. free; others \$10.					
121	512 13			68 55		331 96		2,395 96				\$10.					
122	106 29			47 23		159 31		1,212 83				Free.					
123		2 50				75 00		1,157 50		633 08		Free.					
124	64 61			69 20		94 81		1,021 95		58 49		\$10.					
125		54 15		30 00		45 00		629 15		233 40		Res. free; others \$5.					
126				21 61				841 61				Res. free; others \$5.					
127	106 95			85 89				472 84				\$5.					
128	468 34					258 29		2,626 63		158 80		Res. free; others \$10.					
129	56 39	39 52		98 10		33 50		1,127 51				Res. \$5, \$7.50, \$10; others, \$6, \$8.50, \$10.					
40,967 51		1,614 07		8,059 37		24,442 34		252,083 58		24,410 97		45 free; 84 not free.					
16.22		.64		3.19		9.69						34.88 free; 65.11 not free.					

Cost, per pupil, enrolled attendance, \$13.82; average attendance, \$12.21



CONTINUATION

II. TABLE I—ATTENDANCE, PUPILS IN THE SCHOOLS AND

Continuation Schools	Pupils				Number of Pupils in—			Number of Pupils from—		No. of other Sections thus represented
	Boys	Girls	Totals	Average Daily Attendance	Lower School	Middle School	Upper School	Municipalities composing C. S. District or School Section	Other Sections	
1 Acton .....	18	31	49	33	24	25	.....	34	15	5
2 Alliston .....	44	62	106	64	64	42	.....	48	58	20
3 Alvinston .....	29	33	62	41	44	18	.....	21	41	14
4 Amherstburg .....	28	33	61	32	42	19	.....	54	7	2
5 Arkona .....	7	12	19	9	19	.....	.....	8	11	6
6 Ashton .....	5	7	12	8	6	6	.....	8	4	1
7 Avonmore .....	25	20	45	22	31	14	.....	18	27	7
8 Ayr .....	11	17	28	15	16	12	.....	26	2	2
9 Bath .....	9	23	32	21	10	22	.....	24	8	1
10 Beaverton .....	38	45	83	59	53	30	.....	60	23	13
11 Beeton .....	18	22	40	35	28	12	.....	25	15	4
12 Belmont .....	13	32	45	28	28	17	.....	21	24	9
13 Blenheim .....	38	30	68	38	32	34	2	47	21	9
14 Blind River .....	9	12	21	12	15	6	.....	21	.....	.....
15 Blyth .....	15	23	38	24	20	18	.....	14	24	10
16 Bothwell .....	16	27	43	24	29	14	.....	29	14	4
17 Bowesville .....	8	12	20	12	14	6	.....	14	6	4
18 Bracebridge .....	33	60	93	60	68	21	4	63	30	22
19 Bridgeburg .....	23	30	53	33	38	15	.....	46	7	2
20 Bruce Mines .....	13	27	40	24	22	18	.....	35	5	4
21 Brussels .....	29	56	85	62	46	39	.....	57	28	10
22 Burk's Falls .....	20	25	45	24	35	10	.....	36	9	7
23 Burlington .....	30	27	57	32	32	25	.....	37	20	2
24 Cannington .....	30	34	64	42	34	30	.....	24	40	12
25 Cardinal .....	18	20	38	23	25	13	.....	31	7	4
26 Carp .....	18	29	47	29	29	13	.....	31	16	8
27 Chesterville .....	32	38	70	45	47	23	.....	63	7	7
28 Claremont .....	12	9	21	13	17	4	.....	11	10	7
29 Coldwater .....	8	27	35	20	19	16	.....	26	9	5
30 Comber .....	10	21	31	18	6	10	15	25	6	3
31 Cookstown .....	22	21	43	29	26	17	.....	32	11	7
32 Crediton .....	13	14	27	11	20	7	.....	27	.....	.....
33 Creemore .....	16	21	37	17	15	22	.....	29	8	4
34 Drayton .....	40	70	110	65	62	48	.....	43	67	29
35 Dresden .....	28	60	88	49	51	37	.....	60	28	8
36 Drumbo .....	12	15	27	15	17	10	.....	24	3	2
37 Dundalk .....	29	33	62	40	46	16	.....	31	31	16
38 Durham .....	48	59	107	66	67	40	.....	43	64	21
39 Eganville R.C.Sep.Sch.	16	28	44	28	35	9	.....	26	18	16
40 Ennismore .....	25	22	47	37	18	29	.....	14	33	9
41 Erin .....	16	16	32	18	16	16	.....	14	18	11
42 Exeter .....	70	63	133	89	89	44	.....	61	72	19
43 Fenelon Falls .....	24	20	44	25	30	14	.....	32	12	5
44 Feversham .....	5	16	21	12	21	.....	.....	10	11	6
45 Finch .....	4	15	19	8	16	3	.....	13	6	4
46 Fitzroy Harbour .....	8	12	20	13	11	9	.....	18	2	2
47 Flesherton .....	26	37	63	37	41	22	.....	59	4	3
48 Fort Frances .....	9	14	23	13	21	2	.....	18	5	5
49 Gore Bay .....	18	37	55	32	40	15	.....	40	15	12
50 Grand Valley .....	24	32	56	35	35	21	.....	39	17	5
51 Hanover .....	24	26	50	27	37	13	.....	44	6	4
52 Harrow .....	14	21	35	20	15	20	.....	21	14	6
53 Havelock .....	24	25	49	28	32	17	.....	46	3	3
54 Highgate .....	27	20	47	29	27	20	.....	22	25	8
55 Huntsville .....	25	47	72	50	56	16	.....	58	14	7
56 Jarvis .....	15	23	38	21	38	.....	.....	20	18	5

SCHOOLS—Continued

IN THE VARIOUS SUBJECTS

Number of Pupils from Families whose Head is occupied as below—								Number of Pupils in the Various Subjects											
Commerce	Agriculture	Law, Medicine or the Church	Teaching	The Trades	Labouring occupations	Other occupations	Without occupation	English Grammar	English Composition and Rhetoric	English Literature	Canadian History	British History	Ancient History	Mediaeval History	Modern History	Geography	Reading	Arithmetic and Mensuration	Algebra
1 2	16	...	...	14	4 13	...	...	24	49	49	49	49	25	...	...	24	24	24	49
2 21	40	5	4	6	6 8	16	...	64	106	106	106	82	44	...	...	45	82	106	106
3 9	26	...	...	3	5 17	2	...	44	62	62	62	62	18	...	...	44	44	44	62
4 12	10	5	2	18	6 4	4	...	57	61	57	57	29	19	...	...	46	61	59	40
5 ...	12	4	...	2	1	...	...	19	19	19	19	19	...	...	...	19	19	19	19
6 1	8	...	...	1	2	...	...	6	12	12	12	12	6	...	...	6	12	6	12
7 8	30	1	...	4	...	2	...	24	30	30	30	30	6	...	...	24	24	24	30
8 8	16	...	...	4	...	...	...	16	28	28	16	16	12	...	...	16	16	16	28
9 8	7	4	...	6	3 4	...	...	10	32	32	32	32	22	...	...	10	32	10	32
10 14	21	4	2	1	...	39	2	53	83	83	83	83	30	...	...	53	19	53	79
11 4	27	1	...	3	3 2	...	...	40	40	40	40	40	12	...	...	28	28	28	40
12 3	38	...	...	...	...	4	...	28	45	45	45	45	17	...	...	28	28	28	45
13 11	36	3	...	8	6 4	...	...	61	63	63	61	63	30	2	...	32	32	61	63
14 3	1	...	...	15	2	...	...	17	21	21	21	21	6	...	...	15	21	17	21
15 3	23	2	...	4	2 2	2	...	20	38	38	38	38	18	...	...	20	20	20	38
16 8	15	4	...	4	2 9	1	...	29	29	43	43	43	14	...	...	29	43	29	43
17 ...	16	...	2	2	...	...	...	14	20	20	20	20	6	...	...	14	14	14	20
18 6	18	2	...	22	27 18	...	...	68	93	93	93	93	21	4	3	68	68	68	93
19 6	2	1	...	37	3 4	...	...	38	53	53	53	53	15	...	...	38	38	38	53
20 4	30	...	...	...	5 1	...	...	40	40	40	40	40	18	...	...	22	22	40	40
21 2	39	11	1	8	9 7	8	...	46	85	85	85	85	39	...	...	46	46	46	85
22 5	12	...	...	25	2 1	...	...	35	45	45	45	45	10	...	...	35	35	35	45
23 13	31	6	...	2	3 2	...	...	32	57	57	57	57	25	...	...	32	32	32	57
24 7	30	1	1	6	4 15	...	...	64	64	64	64	64	30	...	...	64	64	64	64
25 ...	14	3	...	2	16 3	...	...	25	38	38	38	38	13	...	...	25	25	25	38
26 ...	34	6	...	...	1 6	...	...	32	47	47	47	47	18	...	...	29	47	29	47
27 12	28	3	...	14	...	12	1	47	70	70	70	70	23	...	...	47	70	47	70
28 ...	14	...	...	...	...	7	...	17	21	21	21	21	4	...	...	17	17	17	21
29 14	10	2	...	2	3 4	...	...	19	19	19	16	35	16	...	...	19	19	19	35
30 4	13	1	...	8	1 4	...	...	31	31	31	30	30	15	...	...	16	16	31	31
31 4	22	...	...	5	4 3	5	...	32	43	43	43	43	17	...	...	33	34	34	43
32 3	22	1	1	...	...	...	...	27	27	27	27	27	7	...	...	20	20	20	27
33 7	11	4	1	4	5 3	2	...	37	37	37	37	37	22	...	...	37	37	37	37
34 13	72	3	1	9	2 8	2	...	110	110	110	110	110	48	...	...	62	110	110	110
35 15	33	5	1	20	2 12	...	...	88	88	88	88	88	37	...	...	59	59	88	88
36 1	10	1	...	4	5 6	...	...	17	27	27	27	27	10	...	...	17	17	17	27
37 10	34	3	1	5	2 7	...	...	46	62	62	62	62	16	...	...	46	46	46	62
38 17	61	6	1	8	10 4	...	...	67	107	107	107	107	40	...	...	67	67	67	107
39 7	18	2	...	9	2 6	...	...	44	44	44	44	44	9	...	...	44	44	44	44
40 ...	43	1	...	2	1	...	...	18	46	46	46	46	28	...	...	18	18	18	46
41 1	17	4	1	1	3 1	4	...	18	24	24	24	24	16	...	...	18	24	18	24
42 22	59	2	2	21	8 19	...	...	85	133	133	129	73	44	...	...	85	89	89	129
43 8	12	1	...	4	15 4	...	...	44	44	44	44	44	14	...	...	30	44	44	44
44 1	16	...	...	2	2	...	...	21	21	21	21	21	...	...	...	21	21	21	21
45 5	8	1	...	4	...	1	...	16	19	19	19	19	3	...	...	16	16	19	19
46 2	17	...	...	...	...	1	...	20	20	20	20	20	9	...	...	20	20	20	20
47 18	34	2	2	3	4	...	...	47	62	62	62	62	21	...	...	47	47	46	61
48 3	7	1	...	2	1 9	...	...	23	23	23	23	23	2	...	...	23	23	23	23
49 1	17	7	...	5	9 10	6	...	42	55	55	55	55	15	...	...	41	41	42	54
50 8	20	4	...	2	11 7	4	...	56	56	56	56	56	21	...	...	56	34	56	56
51 15	13	2	...	17	2 1	...	...	50	50	50	50	50	13	...	...	49	37	50	50
52 2	20	1	...	6	1 5	...	...	15	35	35	35	35	20	...	...	15	15	15	35
53 6	9	4	...	6	1 23	...	...	32	49	49	35	31	17	...	...	32	32	32	49
54 2	39	2	1	1	...	2	...	27	47	47	47	47	20	...	...	27	27	27	47
55 13	12	4	...	15	8 10	10	...	56	72	72	72	72	16	...	...	56	56	56	72
56 5	21	...	...	6	2 2	2	...	38	38	38	38	38	...	...	...	38	38	38	38

CONTINUATION

II. TABLE I—ATTENDANCE, PUPILS

Continuati <sup>n</sup> Schools	Number of Pupils in the Various Subjects—Continued							
	Geometry	Trigonometry	French	German	Latin	Zoology	Botany	Chemistry
1 Acton .....	49	.....	35	.....	45	24	24	49
2 Alliston .....	106	.....	57	.....	57	64	64	42
3 Alvinston .....	62	.....	15	.....	18	42	42	22
4 Amherstburg .....	40	1	38	2	38	.....	31	31
5 Arkona .....	19	.....	.....	.....	18	19	19	16
6 Ashton .....	6	.....	2	.....	12	6	6	6
7 Avonmore .....	30	.....	28	.....	30	24	24	30
8 Ayr .....	28	.....	3	.....	26	16	16	12
9 Bath .....	32	.....	8	.....	12	10	10	30
10 Beaverton .....	53	.....	70	.....	52	40	40	30
11 Beeton .....	40	.....	34	.....	40	.....	.....	11
12 Belmont .....	45	.....	14	.....	40	28	28	17
13 Blenheim .....	63	2	52	.....	50	32	32	42
14 Blind River .....	21	.....	15	.....	19	15	15	21
15 Blyth .....	38	.....	4	.....	18	20	20	38
16 Bothwell .....	43	.....	13	.....	39	29	29	18
17 Bowesville .....	20	.....	14	.....	17	14	14	6
18 Bracebridge .....	93	4	42	6	86	72	72	89
19 Bridgeburg .....	53	.....	45	.....	41	38	38	53
20 Bruce Mines .....	40	.....	35	.....	32	22	22	18
21 Brussels .....	85	.....	71	.....	74	46	46	57
22 Burk's Falls .....	45	.....	21	.....	42	35	35	15
23 Burlington .....	57	.....	53	.....	48	32	32	56
24 Cannington .....	64	.....	60	.....	62	64	64	64
25 Cardinal .....	38	.....	35	.....	35	25	25	25
26 Carp .....	47	.....	42	.....	43	29	29	47
27 Chesterville .....	70	.....	66	.....	70	47	47	37
28 Claremont .....	21	.....	21	.....	21	17	17	17
29 Coldwater .....	35	.....	19	.....	32	19	19	25
30 Comber .....	29	.....	20	.....	25	15	15	30
31 Cookstown .....	43	.....	36	.....	41	34	34	33
32 Crediton .....	27	.....	.....	.....	27	20	20	12
33 Creemore .....	37	.....	22	.....	32	15	15	28
34 Drayton .....	110	.....	72	.....	108	62	62	110
35 Dresden .....	85	.....	35	.....	68	56	56	37
36 Drumbo .....	27	.....	10	.....	15	17	17	18
37 Dundalk .....	62	.....	50	.....	53	46	46	40
38 Durham .....	107	.....	78	.....	79	67	67	72
39 Eganville R.C. Sep. Sch. ....	44	.....	18	.....	16	28	28	33
40 Ennismore .....	46	.....	23	.....	24	46	46	46
41 Erin .....	24	.....	16	.....	24	18	18	24
42 Exeter .....	129	.....	68	12	106	62	62	106
43 Fenelon Falls .....	30	.....	30	.....	44	30	30	14
44 Feversham .....	21	.....	20	.....	20	21	21	21
45 Finch .....	19	.....	16	.....	18	19	19	19
46 Fitzroy Harbour .....	20	.....	2	.....	4	.....	11	9
47 Flesherton .....	61	.....	29	.....	29	46	46	38
48 Fort Frances .....	23	.....	6	.....	23	23	23	6
49 Gore Bay .....	53	.....	27	4	32	39	39	26
50 Grand Valley .....	56	.....	40	.....	56	34	34	26
51 Hanover .....	50	.....	.....	43	42	39	39	49
52 Harrow .....	35	.....	19	1	19	15	15	31
53 Havelock .....	49	.....	45	.....	46	32	32	17
54 Highgate .....	47	.....	23	.....	46	17	27	17
55 Huntsville .....	72	.....	60	.....	55	56	56	40
56 Jarvis .....	38	.....	38	.....	36	.....	38	38



SCHOOLS—Continued  
IN THE VARIOUS SUBJECTS, ETC.—Continued

Number of Pupils in the Various Subjects—Continued								Special Courses		
Physics	Mineralogy	Writing	Bookkeeping	Stenography	Typewriting	Art	Physical Culture	Commercial	Agriculture	Art (Middle School)
1	49	24	24			24				
2	106	49	49			82				
3	42	44	22			44				
4	31	61	40	19	19	28	61	19		
5	19	19	19			19				
6	12	12	5			5				
7	30	24	15			24				
8	12	16	16			16	28			
9	32	32	10			10	32			
10	70	19	25	20	8	43		20		
11	11	28	14			28				
12	17	28	28			28			28	17
13	61	32	32			32				
14	21	15	15			15		2		
15	38	20	20			38				
16	43	29	29			29	43			
17	20	14	14			14				
18	93	43	43			68				2
19	53	38	38	9	9	38	53	9		
20	40	22	22			22	40			
21	85	46	46			57	29			
22	45		35			35				
23	57	32	18			32				
24	64	64	64			64				
25	38	25	25			38				
26	47	29	29			29				
27	70	47	47			47				
28	21	17	17			17	21			
29	35	19	14			19	19			
30	30	16	16			16				
31	43	21	33			34				
32	12	20	20			20				
33	37	15	37			37				
34	110	62	62			62				
35	85	59	43			59	88			
36	27	17	17			17	27			
37	62	46	46			46				
38	107	35	35			67				
39	44	44	28			28	44		25	5
40	46	7	18			18				
41	24	8	18			24	24			6
42	106	89	60	26	26	63	133	26		
43	44	30	30			30				
44	21	9	21			21				
45	19	16	16			19				
46	20	11	11			11	20			
47	61	47	47			47				
48	23	23	20			20				2
49	53	22	41			40				
50	56	34	34			34				
51	49	50	50			50				
52	35	35	15			15				
53	49	32	32			32	24			
54	27	10	10			27				
55	56	56	56			56				
56	38	38	38			38	38			

## CONTINUATION

II. TABLE I—ATTENDANCE, PUPILS IN THE SCHOOLS

Continuation Schools	Pupils				Number of Pupils in—			Number of Pupils from—		No. of other Sections thus represented
	Boys	Girls	Totals	Average Daily Attendance	Lower School	Middle School	Upper School	Municipalities composing C. S. District or School Section	Other Sections	
57 Jockvale.....	8	12	20	10	10	10	.....	10	10	4
58 Kars.....	7	5	12	7	3	9	.....	10	2	2
59 Keewatin.....	12	15	27	13	21	6	.....	27	.....	.....
60 Kenmore.....	14	18	32	18	23	9	.....	18	14	6
61 Kinburn.....	9	11	20	9	13	7	.....	12	8	4
62 Lakefield.....	28	41	69	43	34	32	3	65	4	2
63 Lanark.....	25	50	75	48	45	30	.....	38	37	15
64 Little Current.....	11	13	24	11	24	.....	.....	24	.....	.....
65 Lucknow.....	30	36	66	43	28	38	.....	29	37	5
66 Malakoff.....	6	6	12	6	6	6	.....	11	1	1
67 Manitowaning.....	4	18	22	9	14	8	.....	22	.....	.....
68 Manotick.....	11	16	27	16	12	15	.....	8	19	4
69 Markdale.....	22	33	55	35	47	8	.....	46	9	6
70 Maxville.....	19	29	48	33	46	2	.....	28	20	11
71 Melbourne.....	21	19	40	24	26	14	.....	13	27	11
72*Merlin.....	7	14	21	6	21	.....	.....	13	8	6
73 Merriekville.....	21	43	64	41	47	17	.....	50	14	7
74 Metcalfe.....	14	18	32	19	28	4	.....	18	14	9
75 Millbrook.....	19	37	56	35	32	24	.....	41	15	11
76 Milton.....	37	29	66	31	40	26	.....	54	12	5
77 Morewood.....	29	23	52	36	32	20	.....	42	10	8
78 Mount Albert.....	24	22	46	22	22	24	.....	13	33	9
79 Munster.....	5	8	13	9	10	3	.....	7	6	3
80 New Hamburg.....	23	13	36	23	17	19	.....	20	16	6
81 New Liskeard.....	24	33	57	31	47	10	.....	42	15	7
82 North Augusta.....	13	18	31	19	19	12	.....	13	18	10
83 North Gower.....	12	18	30	16	10	20	.....	13	17	4
84 Norwich.....	32	38	70	40	47	23	.....	39	31	11
85 Odessa.....	18	18	36	24	16	20	.....	21	15	9
86 Oil Springs.....	12	39	51	30	30	21	.....	38	13	7
87 Orono.....	13	16	29	17	24	5	.....	22	7	6
88 Paisley.....	30	37	67	40	54	13	.....	33	34	22
89 Pakenham.....	28	41	69	38	44	25	.....	35	34	9
90 Palmerston.....	22	38	60	33	32	28	.....	36	24	5
91 Parry Sound.....	23	62	85	63	66	19	.....	70	15	4
92 Plattsville.....	15	28	43	25	22	21	.....	27	16	3
93 Port Burwell.....	8	24	32	17	16	16	.....	20	12	3
94 Powassan.....	10	16	26	18	7	17	2	24	2	2
95 Princeeton.....	7	16	23	11	17	6	.....	21	2	1
96 Richard's Landing..	7	22	29	18	16	13	.....	26	3	1
97 Richmond.....	15	15	30	17	14	16	.....	22	8	3
98 Ridgeway.....	16	19	35	22	24	11	.....	20	15	6
99 Ripley.....	11	26	37	23	21	16	.....	16	21	9
100 Rodney.....	13	22	35	21	14	21	.....	35	.....	.....
101 Russell.....	12	15	27	15	20	7	.....	25	2	2
102 St. George.....	17	7	24	14	12	11	1	11	13	4
103 Schomberg.....	6	8	14	8	14	.....	.....	12	2	2
104 Shelburne.....	28	47	75	42	53	22	.....	38	37	18
105 Southampton.....	14	28	42	30	21	21	.....	39	3	3
106 Spencerville.....	18	17	35	17	24	11	.....	20	15	5
107 Springfield.....	9	22	31	16	17	14	.....	25	6	4
108 Stayner.....	31	32	63	42	19	44	.....	38	25	9
109 Stella.....	4	11	15	11	6	9	.....	6	9	4
110 Stouffville.....	27	24	51	32	30	21	.....	31	20	8
111*Tara.....	5	14	19	18	19	.....	.....	10	9	8

\* Opened in September.

SCHOOLS—Continued

AND IN THE VARIOUS SUBJECTS—Continued

Number of Pupils from Families whose Head is occupied as below—							Number of Pupils in the Various Subjects												
Commerce	Agriculture	Law, Medicine or the Church	Teaching	The Trades	Labouring occupations	Other occupations	Without occupation	English Grammar	English Composition and Rhetoric	English Literature	Canadian History	British History	Ancient History	Mediaeval History	Modern History	Geography	Reading	Arithmetic and Mensuration	Algebra
57	....	19	....	....	....	1	..	10	20	20	20	20	10	....	....	10	10	10	20
58	....	9	....	....	....	3	..	12	12	12	12	12	9	....	....	3	3	8	12
59	7	....	....	20	....	....	....	27	27	27	22	27	6	....	....	21	21	27	27
60	....	23	2	4	1	2	..	23	2	32	32	14	8	....	....	23	23	25	32
61	12	....	....	....	8	....	....	7	11	11	11	11	4	....	....	7	7	7	11
62	5	13	1	6	21	23	..	34	69	66	66	66	32	3	....	34	34	34	69
63	8	41	4	14	8	....	..	45	75	75	75	75	30	....	....	45	45	45	75
64	13	5	1	3	....	2	..	24	24	24	24	24	....	....	....	24	24	24	24
65	13	28	4	3	2	14	2	66	66	66	66	66	38	....	....	28	66	66	66
66	....	12	....	....	....	....	..	6	12	12	12	12	6	....	....	6	6	6	12
67	4	9	....	....	4	5	..	20	22	22	22	22	8	....	....	14	22	14	22
68	2	15	....	1	....	4	5	15	27	27	27	27	15	....	....	16	27	20	27
69	4	25	4	7	8	2	4	55	55	55	55	55	8	....	....	55	47	47	55
70	2	23	3	11	1	4	4	46	48	48	48	48	2	....	....	46	48	46	48
71	6	31	....	2	1	....	..	26	40	40	40	40	14	....	....	26	26	26	24
72	2	15	1	2	....	....	..	21	21	21	21	21	....	....	....	21	21	21	21
73	7	21	5	14	10	7	..	62	64	64	64	64	17	....	....	61	25	62	64
74	5	21	1	2	2	....	1	28	32	32	32	32	4	....	....	28	28	28	32
75	16	24	5	3	2	4	2	41	56	56	56	56	24	....	....	41	41	41	56
76	9	20	7	8	9	11	1	40	66	66	66	66	26	....	....	40	66	40	66
77	4	36	3	6	3	....	..	44	52	52	52	52	20	....	....	44	44	44	52
78	6	15	1	4	....	20	..	25	37	37	25	29	17	....	....	25	20	37	37
79	1	12	....	....	....	....	..	10	13	13	13	13	3	....	....	10	10	10	13
80	4	18	2	6	3	1	2	36	36	36	36	36	19	....	....	36	36	36	36
81	9	24	2	5	....	12	4	53	57	57	57	57	10	....	....	53	47	53	57
82	5	23	1	....	1	1	..	31	31	31	31	31	12	....	....	19	19	19	31
83	2	20	3	1	2	1	1	10	30	30	30	30	20	....	....	10	10	10	30
84	6	24	2	10	10	6	10	70	70	70	70	70	20	....	....	47	47	70	70
85	2	23	1	8	....	....	2	23	36	36	36	36	20	....	....	23	36	23	36
86	6	18	2	4	5	16	..	40	51	51	36	51	21	....	....	40	40	40	51
87	9	12	....	6	2	....	..	24	29	29	29	29	5	....	....	24	24	24	29
88	9	36	5	5	6	2	4	55	67	67	67	67	13	....	....	55	67	55	67
89	5	42	7	2	7	1	3	69	69	69	69	69	25	....	....	44	69	44	69
90	11	21	1	6	11	8	2	47	60	60	60	60	28	....	....	47	47	47	60
91	36	20	1	14	6	3	2	85	85	85	66	43	19	....	....	85	85	85	85
92	5	17	5	1	5	4	6	22	22	43	29	29	7	....	....	22	22	22	29
93	6	12	....	3	7	1	2	32	32	32	32	32	16	....	....	22	22	32	32
94	9	4	1	7	2	3	..	26	26	26	26	26	19	2	2	24	26	26	26
95	2	16	2	2	....	1	..	17	23	23	21	21	6	....	....	16	17	17	23
96	3	16	2	6	1	1	..	29	29	29	29	29	13	....	....	29	20	29	29
97	1	21	6	2	....	....	..	14	30	30	30	30	16	....	....	14	14	14	30
98	7	17	2	2	1	4	2	35	35	35	35	35	11	....	....	35	35	35	35
99	1	30	....	5	1	....	..	21	37	37	37	37	16	....	....	21	21	21	37
100	3	19	1	6	4	....	2	16	35	35	35	35	19	....	....	16	16	16	35
101	2	12	....	3	2	3	5	20	27	27	27	27	7	....	....	20	20	20	27
102	1	15	....	3	5	....	..	24	24	24	24	24	11	....	....	12	24	12	24
103	1	6	1	2	....	3	1	14	14	14	14	14	....	....	....	14	14	14	14
104	14	46	3	3	2	7	..	52	74	74	46	74	22	....	....	52	52	52	74
105	12	6	1	11	2	10	..	21	42	42	42	42	21	....	....	21	21	21	42
106	2	27	3	1	2	....	..	24	35	35	35	35	11	....	....	24	35	24	35
107	6	15	3	7	....	....	..	20	31	31	31	31	14	....	....	20	31	20	31
108	14	29	4	4	2	8	1	38	63	63	39	56	36	....	....	38	38	63	63
109	1	13	1	....	....	....	..	15	15	15	15	15	9	....	....	15	6	15	15
110	4	13	4	5	8	8	7	30	51	51	30	51	21	....	....	30	30	30	51
111	3	7	2	....	3	4	..	19	19	19	19	....	....	....	....	19	19	19	19



## CONTINUATION

## II. TABLE I—ATTENDANCE, PUPILS IN THE SCHOOLS

Continuation Schools—Con.	Number of Pupils in the Various Subjects—Continued							
	Geometry	Trigonometry	French	German	Latin	Zoology	Botany	Chemistry
57 Jockvale.....	20	.....	20	.....	20	10	10	20
58 Kars .....	12	.....	6	.....	6	3	3	12
59 Keewatin .....	27	.....	15	.....	17	20	20	11
60 Kenmore.....	32	.....	13	.....	17	23	23	32
61 Kinburn .....	11	.....	11	.....	11	7	7	4
62 Lakefield .....	69	3	49	11	51	34	34	52
63 Lanark .....	75	.....	33	.....	49	45	45	75
64 Little Current.....	24	.....	.....	.....	24	24	24	24
65 Lucknow .....	66	.....	32	.....	58	28	28	38
66 Malakoff .....	12	.....	7	.....	11	6	6	10
67 Manitowaning.....	22	.....	7	.....	7	14	14	13
68 Manotick .....	27	.....	10	.....	15	11	11	16
69 Markdale .....	55	.....	54	.....	55	47	47	55
70 Maxville .....	48	.....	48	.....	48	46	46	24
71 Melbourne .....	24	.....	18	9	14	26	26	24
72 Merlin .....	21	.....	16	.....	19	21	21	21
73 Merrickville .....	64	.....	53	.....	54	62	62	64
74 Metcalfe .....	32	.....	32	.....	32	28	28	13
75 Millbrook .....	56	.....	45	.....	42	41	41	38
76 Milton.....	66	.....	.....	.....	.....	40	40	66
77 Morewood .....	52	.....	31	.....	31	44	44	37
78 Mount Albert .....	37	.....	24	.....	33	20	20	29
79 Munster .....	13	.....	6	.....	12	10	10	7
80 New Hamburg.....	36	.....	5	23	32	36	36	18
81 New Liskeard .....	57	.....	.....	.....	48	53	53	40
82 North Augusta .....	31	.....	25	.....	27	19	19	19
83 North Gower .....	30	.....	18	.....	27	10	10	20
84 Norwich .....	70	.....	64	.....	60	47	47	35
85 Odessa .....	29	.....	20	.....	24	23	23	26
86 Oil Springs .....	51	.....	8	.....	20	.....	.....	36
87 Orono .....	12	.....	12	.....	28	24	24	12
88 Paisley .....	67	.....	34	.....	55	55	55	21
89 Pakenham .....	69	.....	65	4	69	44	44	69
90 Palmerston .....	46	.....	24	.....	40	32	32	50
91 Parry Sound .....	43	.....	80	4	80	19	19	19
92 Plattsville.....	29	.....	29	.....	29	.....	22	29
93 Port Burwell .....	32	.....	26	.....	25	32	32	25
94 Powassan.....	26	.....	12	.....	12	17	26	26
95 Princeton .....	23	.....	4	.....	11	17	17	15
96 Richard's Landing.....	29	.....	29	3	29	20	20	23
97 Richmond .....	30	.....	17	.....	30	14	14	22
98 Ridgeway .....	35	.....	28	7	31	24	24	11
99 Ripley .....	37	.....	.....	.....	27	21	21	37
100 Rodney.....	19	.....	.....	.....	.....	.....	16	19
101 Russell.....	27	.....	17	.....	15	20	20	27
102 St. George .....	24	.....	12	.....	13	12	12	21
103 Schomberg .....	14	.....	8	.....	6	14	14	14
104 Shelburne .....	74	.....	28	14	51	52	52	74
105 Southampton.....	42	.....	37	.....	37	21	21	42
106 Spencerville .....	35	.....	20	.....	24	24	24	35
107 Springfield.....	31	.....	4	.....	22	20	20	31
108 Stayner .....	63	.....	50	.....	52	38	38	44
109 Stella .....	14	.....	4	1	2	6	6	12
110 Stouffville .....	51	.....	46	1	45	30	30	21
111 Tara .....	19	.....	.....	.....	15	19	19	.....

SCHOOLS—Continued  
AND IN THE VARIOUS SUBJECTS, ETC.—Continued

Number of Pupils in the Various Subjects—Continued								Special Courses		
Physics	Mineralogy	Writing	Bookkeeping	Stenography	Typewriting	Art	Physical Culture	Commercial	Agriculture	Art (Middle School)
57	20	10	10			10				
58	12	3	3			3				
59	27	27	21			21				
60	32	23	23			23				
61	11	7	7			7				
62	66	34	34			34				
63	75	45	45			45	75			
64	24	24	24			24	24			
65	66	28	28			28	66			
66	12	6	6			6				
67	22	14	14			14				
68	27	27	11			11				
69	55	17	47			47				
70	48	48	46			46				
71	40	26	26			26				
72	21	21	21			21				
73	64	45	45			61				
74	32	28	28			28				
75	56	30	30			41				
76	66	40	40			40				
77	52	44	32			44				
78	37	8	15			20				
79	13	10	10			10				
80	36	36	17			36	36			
81	57	47	53			53				
82	31	19	12			19				
83	30	10	10			10				
84	70	47	35			47	70			
85	36	23	23			23				
86	51	30	30			40				
87	29	24	24			24				
88	67	67	55			55	67			
89	69	69	44			44	69			
90	60	14	10			32	60			
91	19	66	66			66	85			
92	29	22	22			22				
93	32	22	22			22				
94	19	26	24			24	26		17	17
95	21	11	17			17				
96	29	20	28			28				
97	30	14	14			14	15			
98	11	35	24			24	35			2
99	37	21	21			21	37			
100	35	16	16			16				
101	27	20	20			20				
102	24	12	12			12				
103	14	14	14			14				
104	74	28	28	5	10	52				
105	42	21	21			21				
106	35	24	24			24				
107	31	20	20			20	31			
108	63	38	19			38	63			
109	15	6	3			15				
110	51	20	20			31				
111	19	19	19			19				

## CONTINUATION

II. TABLE I—ATTENDANCE, PUPILS IN THE

Continuation Schools— Continued	Pupils—				Number of Pupils in—			Number of Pupils from—		No. of other Sections thus represented
	Boys	Girls	Totals	Average Daily Attendance	Lower School	Middle School	Upper School	Municipalities composing C.S. District or School Section	Other Sections	
112 Tavistock .....	12	5	17	9	16	1	.....	12	5	2
113 Teeswater.....	23	23	46	34	27	19	.....	27	19	9
114 Thamesville.....	19	35	54	33	30	24	.....	46	8	3
115 Thessalon.....	19	29	48	24	36	12	.....	33	15	7
116 Thornbury .....	15	20	35	20	28	7	.....	22	13	6
117 Tilbury .....	13	21	34	18	16	18	.....	34	.....	.....
118 Tottenham .....	23	35	58	36	38	20	.....	34	24	6
119 Tweed .....	20	42	62	40	36	26	.....	47	15	5
120 Wallaceburg .....	36	45	81	50	47	34	.....	73	8	5
121 Warkworth .....	30	25	55	35	30	25	.....	20	35	9
122 Webbwood .....	7	10	17	8	15	2	.....	17	.....	.....
123 West Lorne.....	12	23	35	15	24	11	.....	31	4	4
124 Westmeath .....	7	26	33	21	20	13	.....	17	16	6
125 Westport R.C. Sep.S.	13	17	30	22	18	12	.....	23	7	4
126 Westport .....	8	25	33	22	16	17	.....	24	9	5
127*Wheatley .....	3	11	14	11	14	.....	.....	13	1	1
128 Winches er .....	29	33	62	39	44	18	.....	52	10	5
129 Wroxeter. ....	10	23	33	19	31	2	.....	25	8	6
Totals, 1911.....	2,394	3,359	5,753	3,487	3,637	2,089	27	3,798	1,955	818
Percentages .....	41.61	58.38	.....	60.61	63.21	36.31	.46	66.01	33.98	....

\* Opened in September



## SCHOOLS—Continued

## SCHOOLS AND IN THE VARIOUS SUBJECTS—Continued

Number of Pupils from Families whose Head is occupied as below—

Number of Pupils in the Various Subjects

	Commerce	Agriculture	Law, Medicine or the Church	Teaching	The Trades	Labouring occupations	Other occupations	Without occupation	English Grammar	English Composi- tion and Rhetoric	English Literature	Canadian History	British History	Ancient History
112	4	4	2	.....	2	4	1	.....	17	17	17	17	17	1
113	7	18	1	1	6	3	8	2	34	46	46	46	46	19
114	5	.....	2	.....	1	.....	46	.....	30	54	54	54	54	23
115	5	17	4	.....	9	4	6	3	36	48	48	48	48	12
116	5	17	1	.....	4	2	4	2	35	35	35	35	35	7
117	..	9	5	.....	6	2	12	.....	34	34	33	11	11	18
118	4	22	4	3	5	4	10	6	36	58	58	36	58	20
119	10	20	3	5	11	2	10	1	36	62	62	62	62	26
120	20	14	2	1	12	8	24	.....	81	81	81	81	81	32
121	..	34	5	1	9	2	4	.....	34	55	55	48	35	25
122	6	3	2	.....	.....	.....	6	.....	11	17	17	17	17	6
123	7	15	2	.....	6	5	.....	.....	24	35	35	35	35	11
124	6	18	.....	.....	3	6	.....	.....	20	33	33	33	33	12
125	9	16	.....	.....	3	2	.....	.....	30	30	30	30	30	12
126	3	14	.....	.....	.....	3	9	4	18	20	20	20	20	9
127	2	4	1	.....	1	4	2	.....	14	14	14	14	14	.....
128	6	25	2	.....	13	.....	11	5	44	62	62	62	62	18
129	8	12	.....	.....	.....	6	7	.....	31	33	33	33	33	2
	811	2,565	276	52	728	450	708	163	4,380	5,610	5,667	5,436	5,388	2,038
	14.09	44.58	4.79	.90	12.65	7.82	12.30	2.83	76.13	97.51	98.50	94.48	93.65	35.42

CONTINUATION

II. TABLE I—ATTENDANCE, PUPILS IN THE SCHOOLS

Continuation Schools—Con.	Number of Pupils in the Various Subjects—Concluded										
	Mediæval History	Modern History	Geography	Reading	Arithmetic and Mensuration	Algebra	Geometry	Trigonometry	French	German	Latin
112 Tavistock....			17	17	17	17	17	.....	.....	17	17
113 Teeswaler ...			34	34	34	46	46	.....	42	.....	45
114 Thamesville .			30	30	30	53	42	.....	50	2	52
115 Thessalon ...			36	36	36	48	48	.....	16	.....	24
116 Thornbury ...			32	32	34	35	35	.....	20	1	27
117 Tilbury .....			16	16	16	29	29	.....	29	.....	28
118 Tottenham...			36	58	36	58	58	.....	31	.....	41
119 Tweed .....			36	36	36	62	62	.....	51	.....	56
120 Wallaceburg .			47	47	47	81	34	.....	20	.....	68
121 Warkworth ..			27	27	31	55	55	.....	36	.....	41
122 Webbwood ...			11	17	12	17	17	.....	17	.....	17
123 West Lorne ..			24	24	24	35	35	.....	.....	.....	16
124 Westmeath ..			20	20	20	33	33	.....	15	.....	18
125 Westport, R.C. Sep. Sch....			30	30	30	30	30	.....	25	.....	30
126 Westport ....			18	18	18	20	20	.....	19	.....	20
127 Wheatley ....			14	14	14	14	14	.....	14	.....	14
128 Winchester ..			44	44	62	62	62	.....	27	.....	38
129 Wroxeter ....			31	33	31	33	33	.....	18	.....	16
Totals, 1911 ....	11	5	3,966	4,240	4,350	5,624	5,417	10	3,401	165	4,385
Percentages....	.19	.08	68.93	73.70	75.61	97.75	94.15	.17	59.11	2.86	76.22

## SCHOOLS—Continued

## AND IN THE VARIOUS SUBJECTS, ETC.—Concluded

Number of Pupils in the Various Subjects—Concluded											Special Courses		
Zoology	Botany	Chemistry	Physics	Mineralogy	Writing	Bookkeeping	Stenography	Typewriting	Art	Physical Culture	Commercial	Agriculture	Art (Middle School)
112	17	17	11	17	.....	17	16	.....	17	.....	.....	—	.....
113	34	34	33	46	.....	34	26	.....	34	14	.....	.....	.....
114	30	30	53	53	.....	30	30	.....	30	.....	.....	.....	.....
115	36	36	48	48	.....	36	36	7	36	.....	.....	.....	.....
116	30	30	14	33	.....	35	18	.....	32	.....	.....	.....	.....
117	11	11	29	29	.....	16	16	8	8	.....	5	.....	.....
118	36	36	58	58	.....	36	36	.....	36	.....	.....	.....	.....
119	36	36	62	62	.....	36	36	.....	36	.....	.....	.....	.....
120	47	47	47	47	.....	47	47	.....	47	.....	.....	.....	.....
121	27	27	35	55	.....	27	20	.....	27	.....	.....	.....	.....
122	12	12	6	17	.....	11	12	.....	17	17	.....	.....	.....
123	24	24	15	35	.....	24	24	.....	24	24	.....	24	.....
124	20	20	22	33	.....	20	20	.....	20	33	.....	.....	.....
125	30	30	30	30	.....	30	30	.....	30	30	.....	.....	.....
126	18	18	10	20	.....	18	18	.....	18	.....	.....	.....	.....
127	14	14	14	14	.....	14	14	.....	14	.....	.....	.....	.....
128	44	44	62	62	.....	21	21	.....	44	62	.....	.....	.....
129	25	25	24	24	.....	31	31	.....	31	.....	.....	31	.....
3,550	3,687	4,015	5,300	47	3,564	3,413	94	80	3,890	1,663	81	125	51
61.70	64.08	69.78	92.12	.81	61.95	59.32	1.63	1.39	67.61	28.90	1.40	2.17	.88



## CONTINUATION

## III. TABLE J—MISCELLANEOUS

Continuation Schools	Brick, Stone or Frame School House	No. of Acres in Play-ground	Schools under Public School Board	Value of General								
				Library	Scientific Apparatus	Biological Specimens	Charts, Maps and Globes	Art Models	Typewriters	Gymnasium, not including equip-ment	Equipment of Gymnasium	Aquarium or Herbarium
				\$	\$	\$	\$	\$	\$	\$	\$	\$
1 Acton .....	S	2	1	233	175	...	31	31	...	...	...	...
2 Alliston .....	B	4	.....	361	523	...	42	53	...	...	...	...
3 Alvinston .....	B	1	1	227	288	...	66	29	...	...	...	...
4 Amherstburg .....	B	2	.....	110	266	...	10	23	215	...	...	...
5 Arkona .....	B	2	1	150	150	...	25	35	...	...	...	...
6 Ashton .....	F	...	1	60	100	...	4	8	...	...	...	...
7 Avonmore .....	F	...	1	142	186	...	32	37	...	...	...	...
8 Ayr .....	B	5	.....	110	237	...	10	15	...	...	...	...
9 Bath .....	B	$\frac{1}{2}$	1	10	193	...	...	10	...	...	...	...
10 Beaverton .....	B	2	1	25	225	...	21	11	100	...	...	...
11 Beeton .....	B	2	1	212	242	...	37	17	...	...	...	...
12 Belmont .....	B	2	1	196	209	...	31	15	...	...	...	...
13 Blenheim .....	B	1 $\frac{1}{4}$	1	321	429	...	52	52	...	...	...	...
14 Blind River .....	F	$\frac{3}{4}$	1	164	162	...	...	15	...	...	...	...
15 Blyth .....	B	2 $\frac{1}{4}$	1	134	126	...	25	...	...	...	...	...
16 Bothwell .....	B	1 $\frac{1}{4}$	1	184	116	...	50	...	...	...	...	...
17 Bowesville .....	B	2 $\frac{1}{4}$	1	148	149	...	...	17	...	...	...	...
18 Bracebridge .....	B	1 $\frac{1}{4}$	1	379	642	...	78	77	...	...	...	...
19 Bridgeburg .....	B	1	1	79	254	...	35	11	100	...	...	...
20 Bruce Mines .....	F	2	1	203	314	...	36	5	...	...	...	...
21 Brussels .....	B	$\frac{1}{2}$	1	319	312	...	115	67	...	...	...	...
22 Burk's Falls .....	B	1	1	144	85	...	25	32	...	...	...	...
23 Burlington .....	B	2	1	115	201	...	45	22	...	...	...	...
24 Cannington .....	B	1	1	183	230	...	19	12	...	...	...	...
25 Cardinal .....	F	$\frac{1}{2}$	1	111	142	...	67	35	...	...	...	...
26 Carp .....	B	2	1	111	179	...	...	10	...	...	...	...
27 Chesterville .....	B	3	.....	318	317	...	72	63	...	...	...	...
28 Claremont .....	B	$\frac{1}{2}$	1	245	253	...	37	17	...	...	...	...
29 Coldwater .....	B	1 $\frac{3}{4}$	1	209	298	...	32	27	...	...	...	...
30 Comber .....	B	...	1	85	188	...	17	10	...	...	...	...
31 Cookstown .....	B	2	1	206	389	...	33	44	...	...	...	...
32 Crediton .....	B	$\frac{1}{2}$	1	100	181	...	17	...	...	...	...	...
33 Creemore .....	B	1 $\frac{1}{2}$	1	150	150	...	10	6	...	...	...	...
34 Drayton .....	B	...	1	348	553	20	69	53	...	...	...	...
35 Dresden .....	B	1 $\frac{3}{4}$	1	177	285	7	12	25	...	...	...	...
36 Drumbo .....	B	2 $\frac{1}{2}$	1	51	115	5	...	4	...	...	...	...
37 Dundalk .....	B	2	1	150	150	...	27	26	...	...	...	...
38 Durham .....	B	1	.....	421	441	...	50	54	...	...	...	...
39 Eganville R.C. Sep.S	S	3	1	281	150	...	25	25	240	3,500	500	.....
40 Ennismore .....	F	2	1	181	187	...	20	...	...	...	...	...
41 Erin .....	S, B	...	1	112	265	...	33	17	...	...	...	...
42 Exeter .....	B	4	1	488	480	...	75	95	125	...	...	...
43 Fenelon Falls .....	B	...	1	153	153	...	30	17	...	...	...	...
44 Feversham .....	B	$\frac{3}{4}$	1	101	89	...	18	10	...	...	...	...
45 Finch .....	F	2	1	188	183	...	25	25	...	...	...	...
46 Fitzroy Harbour .....	B	1	1	162	184	...	24	9	...	...	...	...
47 Flesherton .....	B	...	...	164	269	...	47	31	...	...	...	...
48 Fort Frances .....	F	2 $\frac{1}{2}$	1	157	236	...	35	17	...	...	...	...
49 Gore Bay .....	F	1 $\frac{1}{2}$	1	65	130	...	...	...	...	...	...	...
50 Grand Valley .....	B	...	1	170	208	25	10	25	...	...	...	...
51 Hanover .....	B	3	1	307	316	...	52	52	...	...	...	...
52 Harrow .....	B	...	1	131	130	...	25	25	...	...	...	...
53 Havelock .....	B	$\frac{1}{2}$	1	145	235	...	7	9	...	...	...	...
54 Highgate .....	B	1 $\frac{3}{4}$	1	186	215	...	16	29	...	...	...	...

SCHOOLS—Continued  
INFORMATION

Equipment		Religious and other Exercises					Destination of Pupils						
Pictures	Total value of General Equip- ment	Schools using authorized Scrip- ture Readings	Schools opened with Prayer	Schools closed with Prayer	Schools using the Bible	Commencement Exercises	Commerce	Agriculture	Law, Medicine or the Church	Teaching	The Trades	Other occupation	Without occupation
1 \$	470	.....	1	1	1	.....	1	3	2	4	5	1	.....
2	979	.....	1	.....	.....	.....	6	4	.....	6	.....	5	6
3	610	.....	1	.....	.....	.....	2	1	1	3	6	2	4
4	624	1	1	.....	.....	1	8	.....	2	4	.....	.....	5
5	360	1	1	.....	1	.....	.....	1	.....	.....	.....	2	.....
6	172	1	1	.....	1	.....	.....	1	.....	.....	.....	1	.....
7	397	.....	1	.....	1	.....	2	5	1	2	.....	1	1
8	372	.....	1	.....	1	.....	2	6	.....	.....	.....	.....	.....
9	213	1	1	.....	.....	.....	.....	.....	.....	.....	.....	12	.....
10	382	1	1	.....	.....	.....	5	.....	.....	5	.....	10	.....
11	508	1	1	.....	1	1	1	.....	.....	6	.....	.....	.....
12 5	456	1	1	.....	.....	.....	2	2	.....	4	1	6	1
13	854	.....	1	.....	1	.....	6	8	2	.....	1	6	4
14 6	347	.....	1	.....	.....	.....	1	.....	.....	.....	.....	1	3
15	285	.....	1	.....	1	.....	2	.....	.....	3	3	3	2
16	350	1	1	.....	.....	.....	3	2	1	.....	.....	8	3
17	314	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1
18	1,176	.....	1	.....	.....	.....	2	.....	.....	8	3	10	.....
19 20	499	.....	1	.....	1	.....	12	.....	.....	4	3	4	.....
20	558	1	1	1	1	.....	1	.....	2	4	.....	3	3
21	813	1	1	.....	1	.....	2	4	5	7	5	.....	3
22	286	.....	1	.....	.....	1	4	.....	.....	4	4	2	1
23	383	.....	1	.....	.....	.....	1	4	.....	1	.....	11	.....
24	444	.....	1	.....	1	.....	2	4	.....	4	4	6	.....
25	355	1	1	.....	1	.....	1	.....	.....	.....	1	.....	2
26	300	1	1	.....	.....	.....	.....	1	1	4	.....	5	.....
27	770	.....	1	.....	.....	.....	.....	2	.....	2	.....	8	5
28	552	.....	1	.....	1	.....	.....	4	1	1	.....	1	.....
29 3	569	.....	1	.....	1	.....	.....	.....	.....	1	.....	5	3
30 10	310	.....	1	.....	.....	.....	2	3	.....	1	1	4	.....
31	672	1	1	.....	.....	.....	1	2	.....	3	.....	3	.....
32	298	1	1	.....	.....	.....	.....	.....	.....	3	.....	9	.....
33 5	321	1	1	1	1	.....	.....	.....	.....	1	1	5	.....
34 10	1,056	.....	1	.....	.....	.....	5	9	3	10	2	5	.....
35	506	1	1	.....	.....	.....	5	10	1	6	5	.....	.....
36 3	178	1	1	.....	1	.....	.....	.....	.....	8	.....	1	3
37	353	1	1	1	.....	.....	.....	2	.....	.....	.....	3	.....
38	966	1	1	.....	1	1	4	1	.....	5	3	11	.....
39 29	4,750	1	1	1	1	1	.....	1	.....	.....	.....	7	.....
40 15	403	.....	1	1	.....	.....	.....	2	.....	2	.....	1	.....
41 30	457	1	1	.....	1	.....	3	2	.....	3	1	.....	.....
42 40	1,303	1	1	.....	1	.....	12	7	1	9	1	5	3
43	353	.....	1	.....	.....	.....	4	2	.....	2	.....	4	.....
44	218	1	1	1	1	.....	.....	.....	.....	.....	.....	.....	.....
45	421	.....	1	.....	1	.....	2	.....	.....	.....	.....	1	.....
46	379	.....	1	1	.....	.....	1	2	.....	1	.....	1	.....
47	511	.....	1	.....	1	.....	6	1	1	3	2	1	2
48	445	.....	1	.....	1	.....	1	.....	.....	3	.....	1	2
49	195	.....	1	.....	.....	.....	.....	.....	.....	9	2	1	8
50	438	1	1	.....	1	.....	.....	5	1	.....	.....	.....	1
51	727	.....	1	1	1	.....	2	3	3	3	1	2	2
52	311	.....	1	1	1	.....	1	3	.....	.....	.....	7	5
53 4	400	.....	1	.....	1	.....	3	3	1	2	.....	4	3
54 10	456	1	1	.....	.....	.....	.....	5	.....	1	.....	5	.....

CONTINUATION  
III. TABLE J—MISCELLANEOUS

Continuation Schools	Brick, Stone or School House	No. of Acres in Playground	Schools under Public School Board	Value of General								
				Library	Scientific Apparatus	Biological Specimens	Charts, Maps and Globes	Art Models	Typewriters	Gymnasium, not including Equip- ment	Equipment of Gymnasium	Aquarium or Herbarium
55 Huntsville .....	B	2	1	\$ 309	\$ 491	\$ ....	\$ 58	\$ 44	\$ .....	\$ .....	\$ .....	\$ .....
56 Jarvis .....	B	1½	1	87	138	....	21	27	....	....	....	....
57 Jockvale .....	B	....	1	109	130	....	....	2	....	....	....	....
58 Kars .....	B	1¾	1	88	89	....	32	10	....	....	....	....
59 Keewatin .....	B	1½	1	50	278	....	....	25	....	....	....	....
60 Kenmore .....	F	....	1	119	100	....	....	15	....	....	....	....
61 Kinburn .....	F	1	1	150	158	....	29	29	....	....	....	....
62 Lakefield .....	B	2½	1	199	235	....	44	24	....	....	....	....
63 Lanark .....	S	....	1	313	311	....	55	41	....	....	....	....
64 Little Current .....	F	5	1	166	174	....	53	....	....	....	....	....
65 Lucknow .....	B	2	1	330	325	....	32	22	....	....	....	....
66 Malakoff .....	B	1	1	118	113	....	17	3	....	....	....	....
67 Manitowaning .....	F	4	1	48	110	....	7	7	....	....	....	....
68 Manotick .....	F	¾	1	110	131	....	23	12	....	....	....	....
69 Markdale .....	B	2	....	156	181	....	40	37	....	....	....	....
70 Maxville .....	B	3	1	175	194	....	15	17	....	....	....	....
71 Melbourne .....	B	1½	1	167	128	....	25	24	....	....	....	....
72*Merlin.....	B	1	1	46	37	7	28	....	....	....	....	....
73 Merrickville .....	B	1	1	255	150	....	35	23	....	....	....	....
74 Metcalfe.....	B	2	1	200	170	....	37	9	....	....	....	....
75 Millbrook.....	B	2	1	337	311	....	52	50	....	....	....	....
76 Milton.....	S	....	1	327	306	....	87	18	....	....	....	....
77 Morewood.....	B	3	....	329	306	....	51	50	....	....	....	....
78 Mount Albert .....	B	2½	1	312	324	....	52	53	....	....	....	....
79 Munster .....	F	....	1	44	70	....	6	....	....	....	....	....
80 New Hamburg .....	B	2	1	179	226	....	32	31	....	....	....	3
81 New Liskeard .....	F	....	1	252	315	....	79	37	....	....	....	....
82 North Augusta .....	S	....	1	125	144	....	55	15	....	....	....	....
83 North Gower.....	B	1¼	1	177	153	....	29	28	....	....	....	....
84 Norwich .....	B	1	1	240	175	....	20	25	....	....	....	3
85 Odessa .....	B	2	1	189	173	....	50	19	....	....	....	....
86 Oil Springs.....	B	2½	1	160	212	....	25	15	....	....	....	....
87 Orono .....	B	1½	1	108	125	....	21	7	....	....	....	....
88 Paisley .....	B	1½	1	324	532	....	56	61	....	....	....	....
89 Pakenham .....	S	2	1	144	89	....	58	23	....	....	....	....
90 Palmerston .....	B	1	1	314	312	....	58	50	....	....	....	....
91 Parry Sound.....	B	1	1	350	488	27	46	59	....	....	....	....
92 Plattsville.....	B	1½	1	87	119	....	6	25	....	....	....	....
93 Port Burwell .....	F	1	1	168	180	....	9	23	....	....	....	....
94 Powassan.....	B	3	1	58	223	....	19	6	....	....	....	....
95 Princeton .....	B	2	1	220	117	....	24	25	....	....	....	....
96 Richard's Landing .....	F	¼	....	97	110	....	21	12	....	....	....	....
97 Richmond .....	F	1½	1	80	98	....	10	17	....	....	....	....
98 Ridgeway .....	B	1	1	84	190	....	5	23	....	....	....	....
99 Ripley.....	B	¾	1	288	206	....	32	17	....	....	....	....
100 Rodney .....	B	....	1	162	224	....	40	25	....	....	....	....
101 Russell .....	B	2	1	177	168	....	66	34	....	....	....	....
102 St. George .....	B	4	1	171	151	....	41	30	....	....	....	....
103 Schomberg .....	B	1	1	88	111	....	15	17	....	....	....	....
104 Shelburne .....	B	1½	1	322	469	6	39	72	180	....	....	....
105 Southampton .....	B	1	1	281	353	....	62	36	60	....	....	25
106 Spencerville .....	S	¾	1	114	191	....	35	31	....	....	....	....
107 Springfield.....	B	....	1	154	140	....	30	31	....	....	....	....
108 Stayner .....	B	2	1	155	265	....	35	24	....	....	....	....

\* Opened in September



## SCHOOLS—Continued

## INFORMATION—Continued

Equipment		Religious and other Exercises.					Destination of Pupils						
Pictures	Total value of General Equip- ment	Schools using authorized Scrip- ture Readings	Schools opened with Prayer	Schools closed with Prayer	Schools using the Bible	Commencement Exercises	Commerce	Agriculture	Law, Medicine or the Church	Teaching	The Trades	Other occupations	Without occupation
55.....	\$ 902	.....	1	.....	1	.....	2	2	1	5	1	.....	9
56.....	273	1	1	1	.....	.....	1	3	.....	14	.....	3	3
57.....	241	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	1	5
58.....	219	.....	1	1	1	.....	.....	.....	.....	.....	.....	3	.....
59.....	353	.....	1	.....	.....	.....	1	.....	.....	3	.....	2	2
60.....	234	.....	1	.....	1	.....	.....	1	.....	.....	.....	2	.....
61.....	366	.....	1	.....	1	.....	.....	.....	.....	.....	.....	9	.....
62.....	502	.....	1	.....	1	.....	2	1	1	3	2	8	2
63.....	720	1	1	.....	.....	.....	5	1	.....	6	1	2	4
64 4	397	.....	1	.....	1	.....	2	.....	.....	2	.....	.....	.....
65 5	714	1	1	.....	.....	1	1	3	.....	4	2	6	1
66 1	252	.....	1	.....	1	.....	.....	2	.....	2	.....	.....	.....
67.....	172	.....	1	.....	1	.....	.....	.....	.....	2	.....	6	2
68.....	276	.....	1	.....	1	.....	.....	1	3	6	2	2	.....
69.....	414	.....	1	.....	1	.....	4	1	.....	3	.....	1	8
70.....	401	.....	1	.....	.....	1	1	1	.....	.....	2	4	5
71 20	364	.....	1	.....	1	.....	.....	4	.....	.....	2	4	.....
72 5	123	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	3
73.....	463	.....	1	.....	1	.....	1	.....	.....	4	.....	8	.....
74 10	426	1	1	.....	1	.....	.....	2	.....	.....	.....	2	.....
75 3	753	.....	1	.....	1	.....	5	4	1	3	1	4	2
76.....	738	1	1	1	.....	1	5	1	.....	1	3	13	5
77.....	736	.....	1	.....	1	.....	.....	4	.....	2	.....	1	.....
78.....	741	.....	1	1	.....	1	.....	.....	.....	1	.....	5	.....
79.....	120	1	1	.....	1	.....	.....	.....	.....	.....	.....	.....	.....
80 1	472	1	1	.....	.....	.....	.....	1	.....	.....	.....	1	.....
81.....	683	.....	1	.....	1	.....	6	3	.....	2	1	8	3
82.....	339	.....	1	.....	.....	.....	.....	3	.....	2	.....	.....	.....
83.....	387	.....	1	1	1	.....	.....	4	.....	3	.....	1	.....
84.....	463	.....	1	.....	1	.....	1	1	1	2	1	4	2
85.....	431	1	1	1	.....	.....	.....	.....	.....	.....	.....	2	.....
86.....	412	.....	1	.....	1	.....	2	2	1	3	5	.....	.....
87.....	261	1	1	.....	1	.....	2	3	.....	.....	.....	1	3
88 12	985	.....	1	1	.....	.....	3	1	.....	9	1	.....	.....
89.....	314	.....	1	1	.....	1	4	5	.....	2	.....	1	.....
90 24	758	.....	1	.....	1	.....	.....	2	.....	8	.....	2	1
91.....	970	1	1	1	1	1	1	.....	.....	6	.....	.....	.....
92.....	237	1	1	1	1	.....	2	1	.....	4	.....	3	4
93.....	380	1	1	.....	1	.....	.....	1	.....	2	.....	4	5
94 10	316	1	1	1	1	1	1	.....	1	1	1	1	1
95 4	390	1	1	1	.....	.....	1	.....	1	.....	.....	.....	4
96.....	240	.....	1	.....	1	.....	.....	1	.....	5	.....	3	2
97.....	205	.....	1	1	1	.....	.....	.....	.....	1	.....	3	3
98.....	302	.....	1	.....	.....	.....	.....	1	.....	1	.....	1	1
99.....	543	1	1	.....	.....	.....	.....	1	.....	3	.....	.....	1
00.....	451	.....	1	.....	.....	.....	1	2	2	3	.....	.....	.....
01.....	445	.....	1	.....	1	.....	.....	1	.....	.....	1	7	.....
02.....	393	.....	1	.....	1	.....	1	4	.....	.....	1	1	2
03.....	231	1	1	.....	1	.....	1	1	.....	.....	.....	2	.....
04 15	1,103	.....	1	.....	1	.....	7	2	1	3	.....	15	.....
05.....	817	1	1	.....	1	.....	2	.....	1	2	.....	2	.....
06.....	371	.....	1	.....	1	.....	.....	.....	.....	2	3	.....	1
07.....	355	.....	1	1	1	.....	.....	2	.....	2	1	2	.....
08.....	479	1	1	1	1	.....	4	2	.....	4	1	4	2

CONTINUATION  
III. TABLE J— MISCELLANEOUS

Continuation Schools— Concluded	Brick, Stone or Frame School House	No. of Acres in Playground	Schools under Public School Board	Value of General								
				Library	Scientific Apparatus	Biological Specimens	Charts, Maps and Globes	Art Models	Typewriters	Gymnasium, not including equip- ment	Equipment of Gymnasium	Aquarium or Herbarium
109 Stella .....	F	1	1	\$ 7	\$ 52	\$	\$	\$ 8	\$	\$	\$	\$
110 Stouffville .....	B	1½	1	89	170	...	43	32	...	...	...	...
111* Tara .....	B	½	1	50	67	...	68	13	...	...	...	...
112 Tavistock .....	B	...	1	157	227	...	10	24	...	...	...	...
113 Teeswater .....	B	11-5	1	213	202	...	48	25	...	...	...	...
114 Thamesville .....	B	2	1	307	300	...	14	10	...	...	...	...
115 Thessalon .....	B	...	1	209	275	...	80	31	...	...	...	...
116 Thornbury .....	B	1	1	79	179	...	23	23	...	...	...	...
117 Tilbury .....	B	1	1	159	262	...	60	36	40	...	20	...
118 Tottenham .....	B	2	1	300	300	...	50	50	...	...	...	...
119 Tweed .....	B	2	1	171	160	...	12	26	...	...	...	...
120 Wallaceburg .....	B	4	1	327	330	...	68	56	...	...	...	...
121 Warkworth .....	B	½	1	311	318	...	51	50	...	...	...	...
122 Webbwood .....	B	2	1	50	100	...	45	20	...	...	...	...
123 West Lorne .....	B	2	1	170	170	1	22	25	...	...	...	...
124 Westmeath .....	B	2	1	120	171	...	27	12	...	...	...	...
125 Westport R.C.Sep.S	B	1½	1	172	150	...	23	24	...	...	...	...
126 Westport .....	B	1	1	260	66	...	7	27	...	...	...	...
127* Wheatley .....	B	...	1	119	85	...	26	9	...	...	...	...
128 Winchester .....	B	2	.....	288	264	...	53	35	...	...	...	...
129 Wroxeter .....	B	5	1	189	171	2	27	7	...	...	...	...
Totals, 1911.....	....	....	119	23,441	28,123	100	4,248	3,257	1,060	3,500	520	34
Percentages .....	....	....	92.24	36.23	43.47	.15	6.56	5.03	1.63	5.41	.80	.05

\*Opened in September.

## SCHOOLS—Concluded

## INFORMATION—Concluded

Equipment		Religious and other Exercises					Destination of Pupils						
Pictures	Total value of General Equip-ment	Schools using authorized Scripture Readings	Schools opened with Prayer	Schools closed with Prayer	Schools using the Bible	Commencement Exercises	Commerce	Agriculture	Law, Medicine or the Church	Teaching	The Trades	Other occupations	Without occupation
\$	\$												
109 ...	67	.....	1	1	1	.....	.....	1	.....	2	.....	.....	.....
110 ...	334	.....	1	.....	.....	.....	3	.....	1	1	.....	.....	14
111 ...	198	.....	1	.....	1	.....	.....	.....	.....	.....	.....	.....	.....
112 4	422	1	1	.....	.....	1	.....	1	.....	.....	.....	5	2
113 ...	488	1	1	.....	.....	.....	3	1	.....	2	1	6	.....
114 10	641	1	1	1	1	.....	.....	.....	.....	3	2	.....	.....
115 10	605	.....	1	.....	.....	.....	2	3	.....	7	.....	9	6
116 ...	304	.....	1	.....	1	.....	1	4	.....	1	.....	4	2
117 22	599	.....	1	.....	.....	.....	1	.....	1	.....	1	4	3
118 5	705	.....	1	1	1	.....	.....	2	2	2	2	.....	.....
119 4	373	.....	1	1	1	.....	4	.....	.....	4	3	.....	.....
120 ...	781	1	1	.....	.....	1	7	1	1	2	.....	17	.....
121 ...	730	1	1	.....	1	.....	3	.....	.....	3	.....	1	1
122 ...	215	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	1	.....
123 25	413	1	1	.....	1	.....	2	.....	.....	1	3	7	2
124 ...	330	1	1	.....	1	.....	3	2	.....	1	.....	.....	1
125 10	379	.....	1	1	.....	1	1	2	2	5	.....	2	.....
126 ...	360	1	1	.....	.....	.....	1	.....	.....	7	2	.....	.....
127 4	243	.....	1	.....	1	.....	.....	.....	.....	.....	.....	.....	.....
128 ...	640	.....	1	.....	1	.....	.....	.....	.....	1	1	6	6
129 9	405	.....	1	.....	.....	1	1	1	.....	.....	.....	3	.....
407	64,690	52	128	30	79	17	219	208	50	325	102	413	199
.62	.....	40.31	99.22	23.25	61.24	13.17	14.44	13.72	3.29	21.43	6.72	27.24	13.12



COLLEGIATE INSTITUTES

I. TABLE K—FIN-

Collegiate Institutes	Re-		
	Legislative Grants	Municipal Grants (county)	Municipal Grants (local)
	\$ c.	\$ c.	\$ c.
1 Barrie .....	1,281 05	2,340 60	4,389 20
2 Berlin .....	3,089 98	5,568 18	9,831 47
3 Brantford .....	2,840 91	1,500 00	16,000 00
4 Brockville .....	1,493 98	3,000 00	12,000 00
5 Chatham .....	1,455 08	2,948 19	9,553 91
6 Clinton .....	1,124 96	2,984 60	2,000 00
7 Cobourg .....	1,480 45	2,814 32	5,175 00
8 Collingwood .....	2,704 24	2,329 98	8,827 00
9 Fort William .....	3,138 00	.....	11,217 22
10 Galt .....	3,831 32	5,693 26	8,500 00
11 Goderich .....	1,375 15	3,012 00	3,200 00
12 Guelph .....	1,485 17	.....	11,267 71
13 Hamilton .....	2,2 6 00	.....	44,627 21
14 Ingersoll .....	1, 76 55	3,511 59	4,014 00
15 Kingston .....	2,002 60	.....	14,350 00
16 Lindsay .....	2,723 84	4,690 31	6,223 97
17 London .....	1,724 76	6,031 40	41,636 11
18 Morrisburg .....	2,624 44	4,146 08	3,089 30
19 Napanee .....	1,394 70	7,145 80	4,000 00
20 Niagara Falls .....	1,429 60	1,531 01	10,500 00
21 Orillia .....	1,491 92	2,320 45	5,500 00
22 Ottawa .....	1,624 50	.....	43,359 84
23 Owen Sound .....	2,236 30	4,453 92	10,300 00
24 Perth .....	2,586 30	2,913 86	4,685 87
25 Peterborough .....	1,368 39	.....	20,300 00
26 Picton .....	2,671 09	5,129 23	6,500 00
27 Port Arthur .....	3,217 40	.....	28,063 15
28 Renfrew .....	1,223 87	1,223 87	9,388 92
29 Ridgetown .....	1,095 75	2,388 19	2,600 00
30 St. Catharines .....	1,352 00	983 02	7,800 00
31 St. Mary's .....	1,227 64	1,800 39	4,573 66
32 St. Thomas .....	1,481 33	3,206 46	14,000 00
33 Sarnia .....	1,492 85	2,287 41	10,469 33
34 Seaforth .....	1,242 98	3,623 30	2,112 25
35 Stratford .....	3,422 58	1,870 21	14,500 00
36 Strathroy .....	1,057 70	1,770 98	3,300 00
37 Toronto, Harbord .....	1,469 59	.....	41,139 36
38 Toronto, Parkdale .....	1,476 00	.....	28,205 52
39 Toronto, Jarvis .....	1,448 80	.....	29,177 87
40 Toronto, Humberside .....	1,311 96	.....	23,090 56
41 Vankleeck Hill .....	1,282 36	2,939 11	2,500 00
42 Windsor .....	1,408 91	1,838 28	15,497 10
43 Woodstock .....	2,990 93	3,589 12	9,700 00
Totals .....	79,953 93	101,585 12	567,165 53

AND HIGH SCHOOLS

ANCIAL STATEMENT

Receipts			Expenditure	
School Fees	Balances and other sources	Total Receipts	Teachers' Salaries	Buildings, Sites and all permanent improvements
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1 2,059 50	2,022 96	12,093 31	8,830 00	65 10
2 2,892 18	3,850 31	25,232 12	14,167 50	3,438 36
3 3,341 00	44,371 90	68,053 81	16,087 44	43,103 59
4 660 00	252 10	17,406 08	11,562 24	.....
5 2,511 59	1,076 68	17,545 45	13,068 00	.....
6 992 50	603 30	7,705 36	6,170 00	70 00
7 1,190 46	1,211 24	11,871 47	8,507 58	.....
8 686 50	173 16	14,720 88	9,950 00	190 62
9 .....	.....	14,355 22	9,747 75	28 93
10 3,032 50	1,780 39	22,837 47	17,274 00	.....
11 1,727 70	3,429 71	12,744 56	7,261 39	.....
12 2,898 59	168 00	15,819 47	12,638 25	.....
13 7,545 25	443 00	54,911 46	36,170 00	96 20
14 692 25	426 89	9,921 28	7,550 00	.....
15 4,744 50	2,663 40	23,760 50	19,120 00	362 47
16 2,460 00	993 63	17,091 75	12,897 50	350 48
17 5,187 00	7,208 05	61,787 32	42,332 50	1,397 76
18 .....	4,972 00	14,831 82	7,963 33	145 61
19 .....	1,161 15	13,701 65	7,548 45	91 97
20 71 58	1,036 35	14,568 54	11,475 00	161 10
21 1,805 30	2,241 37	13,359 04	9,140 00	240 85
22 12,301 75	2,051 44	59,337 53	44,280 96	3,365 41
23 2,685 25	1,667 91	21,343 38	17,855 00	56 62
24 455 00	2,358 87	12,999 90	8,115 00	34 63
25 2,044 75	197 00	23,910 14	18,420 84	691 75
26 .....	5,903 80	20,204 12	9,072 35	1,974 02
27 .....	4,205 18	35,485 73	11,629 80	4,789 05
28 157 50	1,867 43	13,861 59	8,020 00	3,707 20
29 674 50	210 05	6,968 49	5,318 00	.....
30 501 50	12,180 85	22,817 37	10,133 29	6,000 00
31 1,350 00	74 75	9,026 44	7,099 96	.....
32 2,815 50	485 25	21,988 54	17,016 50	65 69
33 .....	1,964 09	16,213 68	10,004 20	.....
34 1,367 60	2,303 23	10,649 36	6,663 02	200 00
35 3,257 37	7,112 46	29,162 62	14,908 25	6,271 75
36 1,154 00	212 05	7,494 73	6,030 00	.....
37 5,984 00	23,056 40	71,649 35	33,189 50	18,683 88
38 4,640 00	564 89	34,886 41	27,904 00	656 32
39 4,780 00	3,436 26	38,842 93	28,566 00	842 39
40 2,815 00	37,000 00	64,217 52	18,333 50	36,151 43
41 78 00	3,751 84	10,551 31	5,890 00	150 76
42 828 00	200 19	19,772 48	15,150 00	.....
43 2,154 50	14 20	18,448 75	13,870 00	31 00
94,542 62	190,903 73	1,034,150 93	626,931 10	133,414 94

COLLEGIATE INSTITUTES

I. TABLE K—FIN-

Collegiate Institutes—Continued	Expenditure—			
	Repairs to school accommodations	Library, scientific apparatus, maps, etc., typewriters, drawing models and equipment for physical culture	School books, stationery, prizes, fuel, examinations and other expenses	
	\$ c.	\$ c.	\$ c.	\$ c.
1 Barrie .....	41 73	138 10	1,114 05	
2 Berlin .....	164 78	326 56	3,802 19	
3 Brantford .....	72 50	1,352 00	2,273 38	
4 Brockville .....	425 43	131 04	3,330 17	
5 Chatham .....	528 06	355 31	2,573 11	
6 Clinton .....	65 13	168 55	892 86	
7 Cobourg .....	100 60	499 09	1,175 86	
8 Collingwood .....	209 92	613 33	2,875 24	
9 Fort William .....	432 63	503 18	3,142 73	
10 Galt .....	936 29	313 31	4,313 87	
11 Goderich .....	490 44	98 05	999 81	
12 Guelph .....	108 56	458 60	2,614 06	
13 Hamilton .....	248 62	483 52	6,625 86	
14 Ingersoll .....	587 14	98 31	1,478 34	
15 Kingston .....	503 10	420 79	3,354 14	
16 Lindsay .....	287 10	562 22	2,548 27	
17 London .....	481 63	1,720 80	14,175 45	
18 Morrisburg .....	114 95	59 10	1,002 42	
19 Napanee .....	133 12	.....	1,619 63	
20 Niagara Falls .....	274 50	827 17	1,830 77	
21 Orillia .....	423 44	.....	1,860 90	
22 Ottawa .....	1,386 13	678 00	8,981 41	
23 Owen Sound .....	726 34	419 37	2,065 36	
24 Perth .....	116 17	12 00	2,317 41	
25 Peterborough .....	.....	1,412 48	3,161 26	
26 Picton .....	149 07	324 98	2,329 87	
27 Port Arthur .....	136 81	3,183 85	3,189 52	
28 Renfrew .....	15 90	147 57	1,970 92	
29 Ridgetown .....	388 90	43 60	1,179 87	
30 St. Catharines .....	385 84	330 43	2,184 51	
31 St. Mary's .....	50 12	10 85	1,273 65	
32 St. Thomas .....	120 20	250 00	3,745 10	
33 Sarnia .....	200 00	350 00	2,241 44	
34 Seaforth .....	241 40	88 78	888 44	
35 Stratford .....	.....	665 08	7,100 55	
36 Strathroy .....	.....	198 36	1,105 48	
37 Toronto, Harbord .....	2,544 93	1,373 24	8,404 55	
38 Toronto, Parkdale .....	2,119 84	554 96	3,651 29	
39 Toronto, Jarvis .....	1,364 15	1,256 21	4,110 88	
40 Toronto, Humberside .....	261 62	4,208 05	3,937 92	
41 Vankleek Hill .....	.....	52 92	670 21	
42 Windsor .....	290 04	596 90	2,954 84	
43 Woodstock .....	167 02	243 11	3,629 35	
Totals .....	17,294 15	25,529 77	134,696 94	



## AND HIGH SCHOOLS—Continued

## ANCIAL STATEMENT—Continued

Continued				
Total Expendi- ture		Balances	Charges per year for Tuition	
\$	c.	\$	c.	
1	10,188 98	1,904 33		\$10.
2	21,899 39	3,332 73		\$10.
3	62,888 91	5,164 90		City and Co. \$10; others \$16.
4	15,448 88	1,957 20		First year, commercial, free; all others, \$5.
5	16,524 48	1,020 97		H. S. Dist. \$6; others \$10.
6	7,366 54	338 82		Lower school \$6; Middle and Upper \$10.
7	10,283 13	1,588 34		Co. free; Town and others \$12.
8	13,839 11	881 77		\$10; Town 1st and 2nd yrs. free.
9	13,855 22	500 00		Free.
10	22,837 47	.....		Co. \$10; others \$14.
11	8,849 69	3,894 87		F. I \$6; F. II \$8; F's III and IV \$10.
12	15,819 47	.....		Res. free; Co. and adj. Cos. \$10; others \$20.
13	43,624 20	11,287 26		Res. 1st yr. \$2.50, thereafter \$10; non-res. living in city
14	9,713 79	207 49		\$7.50. [ \$30; others \$40.
15	23,760 50	.....		Res. 1st yr. free, thereafter \$15 to \$30; non-res. \$25 to \$35.
16	16,645 57	446 18		\$7.50 to \$20.
17	60,108 14	1,679 18		City and Co. \$10; others \$30.
18	9,285 41	5,546 41		Free.
19	9,393 17	4,308 48		Free.
20	14,568 54	.....		Free except commercial course and night school.
21	11,665 19	1,693 85		\$10.
22	58,691 91	645 62		Res. \$10 to \$25; non-res. \$45 and \$50.
23	21,122 69	220 69		Res. \$8 to \$12; others \$10.
24	10,595 21	2,404 69		Res. free; Co. \$5; others \$16.
25	23,686 33	223 81		Res. F. I free, others \$5, \$8, \$10; non-res. \$25
26	13,850 29	6,353 83		Free.
27	22,929 03	12,556 70		Free.
28	13,861 59	.....		Free to Town and Co.; others \$25.
29	6,930 37	38 12		Town \$6; Co. and non-res. \$10.
30	19,034 07	3,783 30		\$5.
31	8,434 58	591 86		Res. 1st yr. free; other yrs. \$5; non-res. \$10.
32	21,197 49	791 05		H. S. Dist. 1st yr. free, other yrs. and Co. \$10; others \$30.
33	12,795 64	3,418 04		Free.
34	8,081 64	2,567 72		\$6; \$8; \$10.
35	28,945 63	216 99		Res. 1st yr. free; all others \$10.
36	7,333 84	160 89		Res. 1st yr. free; others \$10.
37	64,196 10	7,453 25		
38	34,886 41	.....		F. I free, except to non-res.; F. II, \$9; III, \$15; IV, \$21;
39	36,139 63	2,703 30		V, \$27.
40	62,892 52	1,325 00		
41	6,763 89	3,787 42		Province free; others \$20.
42	18,991 78	780 70		City and Co. free; others \$30.
43	17,940 48	508 27		City. 1st yr. free; others \$7.50.
937,866 90		96,284 03	12 free; 31 not free.	

## COLLEGIATE INSTITUTES AND

## I. TABLE K—FINANCIAL

High Schools	Legislative Grants	Municipal Grants (county)	Municipal Grants (local)	Re-
	\$ c.	\$ c.	\$ c.	
1 Alexandria .....	863 74	1,058 36	3,692 80	
2 Almonte .....	857 76	857 76	3,187 26	
3 Arnprior .....	843 12	843 12	7,091 12	
4 Arthur .....	828 54	1,115 26	1,400 00	
5 Athens .....	904 83	2,600 00	2,000 00	
6 Aurora .....	794 48	796 08	3,750 00	
7 Aylmer .....	1,105 05	3,427 30	1,650 00	
8 Beamsville .....	548 73	1,000 00	1,375 00	
9 Belleville .....	1,177 71	1,828 74	7,601 60	
10 Bowmanville .....	954 16	2,051 39	2,700 00	
11 Bradford .....	711 27	990 86	600 00	
12 Brampton .....	1,156 31	2,785 38	3,100 00	
13 Brighton .....	527 33	1,588 66	1,000 00	
14 Caledonia .....	830 52	4,592 74	1,900 00	
15 Campbellford .....	914 89	1,861 09	2,524 00	
16 Carleton Place .....	849 66	849 66	3,850 00	
17 Cayuga .....	728 10	1,892 77	1,000 00	
18 Chesley .....	878 47	1,615 71	1,550 00	
19 Colborne .....	553 74	1,305 24	1,115 00	
20 Cornwall .....	1,334 32	4,802 70	5,435 69	
21 Deseronto .....	752 60	752 60	2,600 00	
22 Dundas .....	911 91	1,256 28	3,100 00	
23 Dunnville .....	964 39	4,582 74	4,416 26	
24 Dutton .....	2,025 18	2,575 57	500 00	
25 Elora .....	644 12	953 95	1,400 00	
26 Essex .....	2,083 55	2,520 25	2,000 00	
27 Fergus .....	798 15	1,337 61	1,900 00	
28 Forest .....	769 54	2,174 38	1,500 00	
29 Gananoque .....	945 08	1,345 08	2,892 05	
30 Georgetown .....	860 50	1,851 38	1,218 73	
31 Glencoe .....	739 90	1,277 50	850 00	
32 Gravenhurst .....	1,444 82	.....	2,085 00	
33 Grimsby .....	717 55	1,015 28	2,336 75	
34 Hagersville .....	696 38	2,243 34	1,925 00	
35 Haileybury .....	2,054 60	.....	6,572 58	
36 Harriston .....	781 00	1,581 06	2,211 67	
37 Hawkesbury .....	734 85	1,611 42	1,819 87	
38 Iroquois .....	930 08	3,035 26	1,550 00	
39 Kemptville .....	947 53	2,000 00	2,000 00	
40 Kenora .....	1,534 50	.....	3,000 00	
41 Kincardine .....	1,097 58	2,552 43	2,002 48	
42 Leamington .....	1,068 76	2,132 79	4,000 00	
43 Listowel .....	955 50	2,342 46	2,000 00	
44 Lucan .....	744 33	744 33	2,526 88	
45 Madoc .....	722 50	1,547 62	1,500 00	
46 Markham .....	866 56	3,429 03	800 00	
47 Meaford .....	1,214 86	2,837 43	3,000 00	
48 Midland .....	947 12	1,875 50	3,400 00	
49 Mitchell .....	805 60	1,033 31	2,150 00	
50 Mount Forest .....	855 66	1,222 61	2,000 00	
51 Newburgh .....	716 58	2,150 00	800 00	
52 Newcastle .....	576 15	920 35	873 73	
53 Newmarket .....	2,181 69	2,259 26	2,800 00	
54 Niagara .....	474 33	900 00	1,775 00	
55 Niagara Falls South .....	934 47	1,739 00	.....	
56 North Bay .....	1,933 00	.....	9,000 00	
57 North Toronto .....	.....	.....	4,250 00	
58 Norwood .....	1,922 16	1,716 80	1,062 82	

# HIGH SCHOOLS—Continued STATEMENT—Continued

Receipts			Expenditure	
School Fees	Balances and other sources	Total Receipts	Teachers' Salaries	Buildings, Sites and all permanent improvements
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1 .....	1,096 41	6,711 31	4,370 00	.....
2 .....	42 96	5,180 74	4,039 00	300 00
3 .....	989 99	9,767 35	6,030 00	1,431 36
4 .....	275 28	4,293 78	2,930 00	38 29
5 .....	2,210 81	8,121 14	4,624 92	.....
6 .....	59 64	6,292 70	4,040 00	.....
7 .....	1,174 02	8,387 37	5,893 00	107 96
8 .....	1,124 30	4,048 03	2,267 50	144 38
9 .....	13 00	10,621 05	8,970 05	.....
10 .....	89 93	6,066 93	4,683 30	.....
11 .....	568 68	3,551 06	2,712 72	218 90
12 .....	266 25	8,532 94	7,080 00	76 50
13 .....	299 74	3,415 73	1,883 17	.....
14 .....	482 46	7,950 77	4,435 00	232 12
15 .....	921 47	6,473 95	4,631 33	171 37
16 .....	41 50	5,832 82	4,280 00	350 65
17 .....	398 17	4,019 04	2,910 00	.....
18 .....	816 06	5,606 24	4,300 70	195 57
19 .....	2,153 77	5,127 75	2,091 66	59 90
20 .....	6,673 52	18,246 23	10,400 00	649 97
21 .....	23 15	4,128 35	3,008 02	.....
22 .....	232 33	6,010 52	4,288 12	103 46
23 .....	39,534 01	49,497 40	5,510 00	38,603 61
24 .....	1,233 76	7,196 51	4,813 05	.....
25 .....	170 57	3,469 14	2,880 00	.....
26 .....	1,457 07	8,066 87	5,211 00	.....
27 .....	2,201 79	6,908 05	3,990 00	.....
28 .....	1,334 94	5,778 86	3,519 85	325 15
29 .....	52 64	5,382 35	4,114 13	82 55
30 .....	63 35	5,062 53	4,180 00	86 40
31 .....	928 03	4,260 43	2,865 00	35 50
32 .....	48 63	4,005 65	2,964 00	.....
33 .....	63 70	4,133 28	3,021 00	.....
34 .....	1,967 43	6,832 15	2,832 73	26 25
35 .....	9,568 24	18,275 42	4,115 00	7,492 95
36 .....	76 57	5,268 30	4,282 99	.....
37 .....	.....	4,166 14	2,957 00	.....
38 .....	1,454 58	6,969 92	4,264 81	.....
39 .....	847 88	6,261 91	5,073 79	95 25
40 .....	.....	4,534 50	4,040 00	.....
41 .....	732 37	7,223 86	5,377 00	.....
42 .....	170 20	7,527 75	6,070 00	163 92
43 .....	129 00	6,858 46	5,540 00	40 86
44 .....	140 64	5,060 18	3,910 00	74 09
45 .....	350 76	4,120 88	3,156 66	.....
46 .....	399 95	6,794 04	5,345 50	332 55
47 .....	1,045 80	9,062 59	6,300 21	236 83
48 .....	526 68	7,211 80	4,800 00	.....
49 .....	343 45	5,313 11	4,090 00	82 12
50 .....	365 21	5,329 48	3,930 50	150 00
51 .....	903 99	4,580 57	3,040 00	.....
52 .....	43 67	2,413 90	1,849 28	.....
53 .....	320 12	8,764 07	5,860 05	120 30
54 .....	1,388 71	4,538 04	1,788 78	1,822 90
55 .....	3,485 70	6,159 17	3,326 44	.....
56 .....	15 00	10,948 00	5,280 00	1,602 71
57 .....	.....	5,201 00	3,220 45	475 21
58 .....	778 38	5,950 16	4,692 00	.....



## COLLEGIATE INSTITUTES AND

## I. TABLE K—FINANCIAL

High Schools—Continued	Expenditure—		
	Repairs to school accommodations	Library, scientific apparatus, maps, etc., typewriters, drawing models and equipment for physical culture	School books, stationery, prizes, fuel, examinations and other expenses
	\$ c.	\$ c.	\$ c.
1 Alexandria .....		84 07	1,133 06
2 Almonte .....			668 72
3 Arnprior .....	257 98	244 81	1,416 51
4 Arthur .....	80 70	206 75	822 04
5 Athens .....		191 18	690 66
6 Aurora .....	152 55	81 00	615 28
7 Aylmer .....	35 72	517 19	1,220 20
8 Beamsville .....	61 84	170 72	881 41
9 Belleville .....		156 75	1,494 25
10 Bowmanville .....	160 09	22 97	1,157 85
11 Bradford .....		75 08	522 23
12 Brampton .....	273 76	64 95	814 61
13 Brighton .....	28 09	79 79	436 87
14 Caledonia .....	72 00	22 30	864 88
15 Campbellford .....	30 23	523 13	911 87
16 Carleton Place .....	39 20		716 25
17 Cayuga .....	44 58	54 25	352 68
18 Chesley .....	2 93	87 04	1,020 00
19 Colborne .....		17 95	771 79
20 Cornwall .....	411 34	90 01	1,270 76
21 Deseronto .....	84 95		953 34
22 Dundas .....	22 47	143 16	1,310 10
23 Dunnville .....	305 87	133 60	2,878 66
24 Dutton .....	22 90	350 36	536 03
25 Elora .....	108 55	45 80	403 46
26 Essex .....	209 86	243 67	458 23
27 Fergus .....	62 52	101 77	560 39
28 Forest .....	100 15	68 85	648 07
29 Gananoque .....		73 85	1,111 82
30 Georgetown .....	38 15	166 09	591 89
31 Glencoe .....	23 71		1,336 22
32 Gravenhurst .....	17 95	95 36	873 87
33 Grimsby .....	76 64		792 76
34 Hagersville .....	8 70	115 33	3,804 00
35 Haileybury .....		402 75	2,600 79
36 Harriston .....	41 02	81 67	812 62
37 Hawkesbury .....	75 00	155 00	979 14
38 Iroquois .....			941 77
39 Kemptville .....	67 80	176 28	846 25
40 Kenora .....		107 42	387 08
41 Kincardine .....	65 24	9 85	951 12
42 Leamington .....	67 91	30 65	1,090 68
43 Listowel .....	96 88	64 88	1,098 57
44 Lucan .....	228 35	107 13	660 75
45 Madoc .....	45 51	238 85	594 87
46 Markham .....	14 15	56 35	1,045 49
47 Meaford .....	37 50	264 51	1,532 41
48 Midland .....	65 00	132 97	1,049 04
49 Mitchell .....	125 90	33 87	638 93
50 Mount Forest .....	60 08		959 03
51 Newburgh .....	16 50	66 59	372 46
52 Newcastle .....	84 06	78 06	402 50
53 Newmarket .....	802 87	237 40	1,743 45
54 Niagara .....	20 90	284 38	291 46
55 Niagara Falls South .....	175 25	66 25	915 81
56 North Bay .....	173 69	208 10	3,135 10
57 North Toronto .....		519 88	627 88
58 Norwood .....	33 91	15 85	1,042 31

HIGH SCHOOLS—Continued

STATEMENT—Continued

Continued			
Total Expenditure		Balances	Charges per year for Tuition
\$	c.	\$	c.
1	5,587 13	1,124 18	Free.
2	5,007 72	173 02	Res. \$3.50; Co. and others, \$8.50.
3	9,380 66	386 69	Free.
4	4,077 78	216 00	\$10.
5	5,506 76	2,614 38	Res. free; Co. \$5; others \$20.
6	4,888 83	1,403 87	\$10.
7	7,774 07	613 30	Res. F. I \$5; others \$10.
8	3,525 85	522 18	Free.
9	10,621 05	.....	Free.
10	6,024 21	42 72	F. I \$3, II \$6; others \$7.50
11	3,528 93	22 13	Res. 1st yr. free; others \$10.
12	8,309 82	223 12	\$10.
13	2,427 92	987 81	Free.
14	5,626 30	2,324 47	Res. and Co. free; others \$4.50.
15	6,267 93	206 02	F. I free; F. IV \$10; all others \$6.
16	5,386 10	446 72	Dist. free; Lanark and Carleton Cos. \$5; others \$10.
17	3,361 51	657 53	Free.
18	5,606 24	.....	\$10.
19	2,941 30	2,186 45	Free.
20	12,822 08	5,424 15	Free.
21	4,046 31	82 04	Free.
22	5,867 31	143 21	\$10.
23	47,431 74	2,065 66	Free.
24	5,722 34	1,474 17	\$10.
25	3,437 81	31 33	Res. \$5; non-res. \$10.
26	6,122 76	1,944 11	Res., Co. and adj. Cos. free; others \$10.
27	4,714 68	2,193 37	Res. free; non-res. \$10.
28	4,662 07	1,116 79	Free.
29	5,382 35	.....	Res. free; Co. and others \$5.
30	5,062 53	.....	\$10.
31	4,260 43	.....	\$10.
32	3,951 18	54 47	F. I \$5; others \$10.
33	3,890 40	242 88	Free.
34	6,787 01	45 14	Free.
35	14,011 49	4,263 93	Res. free; non. res. \$30.
36	5,218 30	50 00	\$10.
37	4,166 14	.....	Free.
38	5,206 58	1,763 34	Free.
39	6,259 37	2 54	Dist. free; others \$5.
40	4,534 50	.....	Free.
41	6,403 21	820 65	Town \$8; others \$10.
42	7,423 16	104 59	Town and Co. free; others \$10.
43	6,841 19	17 27	1st year \$7; others \$10,
44	4,980 32	79 86	\$10.
45	4,035 89	84 99	Free.
46	6,794 04	.....	\$10.
47	8,371 46	691 13	Dist. F. I \$5, other F's \$8; non-res. \$10.
48	6,047 01	1,164 79	Dist. \$5; others \$10.
49	4,970 82	342 29	Dist. \$6; others \$10.
50	5,099 61	229 87	Dist. F. I free; others \$10.
51	3,495 55	1,085 02	Res. and Co. free; others \$10.
52	2,413 90	.....	Free.
53	8,764 07	.....	\$10.
54	4,208 42	329 62	Free.
55	4,483 75	1,675 42	Free.
56	10,399 60	548 40	Free.
57	4,843 42	357 58	\$10.
58	5,784 07	166 09	\$6.

## COLLEGIATE INSTITUTES

## I. TABLE K—FINANCIAL

High Schools—Continued	Re-		
	Legislative Grants	Municipal Grants (county)	Municipal Grants (local)
	\$ c.	\$ c.	\$ c.
59 Oakville .....	823 80	1,623 93	3,100 00
60 Omemee .....	545 88	634 87	1,151 03
61 Orangeville .....	2,336 50	2,335 36	4,050 00
62 Oshawa .....	1,069 61	1,778 35	5,743 00
63 Paris .....	920 13	920 13	4,400 00
64 Parkhill .....	862 92	1,522 34	1,800 00
65 Pembroke .....	929 49	929 49	4,448 33
66 Penetanguishene .....	785 65	785 65	2,500 00
67 Petrolea .....	2,102 37	1,914 88	2,600 00
68 Plantagenet .....	654 78	903 63	1,400 00
69 Port Dover .....	529 45	496 55	1,178 75
70 Port Elgin .....	702 67	1,238 32	1,200 00
71 Port Hope .....	2,374 05	3,526 98	2,602 49
72 Port Perry .....	883 39	2,220 19	1,602 49
73 Port Rowan .....	550 41	838 25	1,084 95
74 Prescott .....	928 23	800 00	3,720 00
75 Richmond Hill .....	695 25	1,463 88	700 00
76 Rockland .....	666 40	1,450 73	1,993 35
77 Sault Ste. Marie .....	4,828 44	.....	9,959 00
78 Simcoe .....	2,289 46	3,317 98	3,268 42
79 Smith's Falls .....	917 60	753 45	5,443 70
80 Smithville .....	553 20	147 68	900 00
81 Stirling .....	1,926 33	6,219 76	11,405 00
82 Streetsville .....	700 69	1,490 95	800 00
83 Sudbury .....	8,496 36	.....	6,700 00
84 Sydenham .....	825 02	2,200 00	500 00
85 Thorold .....	695 03	817 56	2,500 00
86 Tillsonburg .....	946 75	1,355 09	1,700 00
87* Toronto, Commerce and Finance .....	.....	.....	10,582 15
88 Toronto, Malvern .....	1,048 44	.....	9,238 21
89 Toronto, Oakwood .....	1,250 50	.....	21,334 62
90 Toronto, Riverdale .....	1,262 02	.....	19,180 54
91 Toronto, Technical .....	1,550 00	.....	44,809 41
92 Trenton .....	883 50	965 45	3,653 45
93 Uxbridge .....	873 73	1,912 99	1,350 00
94 Vienna .....	532 87	1,026 45	550 00
95 Walkerton .....	930 31	1,341 19	2,400 00
96 Wardsville .....	520 43	803 33	604 00
97 Waterdown .....	593 59	1,137 24	750 00
98 Waterford .....	737 08	1,475 46	1,500 00
99 Watford .....	791 38	2,356 95	950 00
100 Welland .....	931 27	2,921 38	3,000 00
101 Weston .....	802 79	1,359 72	2,500 00
102 Whitby .....	2,547 72	2,189 97	3,000 00
103 Wiarton .....	750 83	1,456 10	1,400 00
104 Williamstown .....	812 58	902 41	1,801 73
105 Wingham .....	975 31	2,356 87	2,013 63
1 Totals, High Schools .....	115,050 02	163,270 95	365,409 54
2 Totals, Collegiate Institutes .....	79,953 93	101,585 12	567,165 53
3 Grand Totals, 1911 .....	195,003 95	264,856 07	932,575 07
4 Grand Totals, 1910 .....	175,933 47	239,588 18	1,026,753 43
5 Increases .....	19,070 48	25,267 89	.....
6 Decreases .....	.....	.....	94,178 36
7 Percentages .....	8.94	12.14	42.77

\*Opened in September



# AND HIGH SCHOOLS—Continued

## STATEMENT—Continued

Receipts			Expenditure		
School Fees	Balances and other sources	Total Receipts	Teachers' Salaries	Buildings, Sites and all permanent improvements	
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	
59	425 75	1,968 73	7,942 21	3,588 30	519 00
60	124 00	266 26	2,722 04	2,019 78	26 70
61	1,314 50	3,689 61	13,725 97	6,210 00	3,355 24
62	646 00	828 42	10,065 38	6,917 39	1,083 42
63	206 13	495 58	6,941 97	4,625 34	.....
64	759 50	64 60	5,009 36	3,980 58	.....
65	.....	350 31	6,657 62	5,011 80	364 75
66	.....	474 86	4,546 16	3,080 00	.....
67	.....	2,826 13	9,443 38	5,687 08	117 42
68	.....	1,313 41	4,271 82	2,800 00	300 00
69	.....	20 00	2,224 75	1,877 75	.....
70	426 00	610 72	4,177 71	2,710 00	.....
71	787 50	263 77	9,554 79	7,461 08	339 80
72	247 50	96 83	5,050 40	3,996 67	.....
73	.....	22 05	2,495 66	2,100 00	.....
74	125 50	159 61	5,733 34	4,180 00	160 43
75	533 50	184 67	3,577 30	2,720 60	.....
76	.....	34 34	4,144 82	2,280 00	625 65
77	1,900 50	1,268 92	17,956 86	10,090 00	880 19
78	47 00	85 15	9,008 01	7,260 00	.....
79	199 00	118 03	7,431 78	5,814 00	.....
80	.....	1,864 39	3,465 27	2,210 00	133 95
81	.....	1,290 22	20,841 31	4,175 67	13,434 79
82	566 00	1,523 45	5,081 09	2,990 00	201 73
83	88 00	75 00	15,359 36	7,300 00	2,930 60
84	592 00	976 25	5,093 27	3,627 50	.....
85	.....	444 64	4,457 23	2,770 00	309 10
86	712 75	1,003 13	5,717 72	4,575 43	.....
87	90 00	.....	10,672 15	6,495 00	2,497 69
88	1,088 00	1,101 85	12,476 50	7,892 50	1,153 78
89	2,417 00	87,211 71	112,213 83	15,657 50	87,878 14
90	2,429 00	13,126 26	35,997 82	15,345 75	4,510 83
91	6,649 50	221,308 02	274,316 93	44,889 28	159,729 49
92	.....	617 00	6,119 40	4,270 11	75 00
93	635 50	194 41	4,966 63	3,815 00	44 85
94	.....	777 96	2,887 28	1,848 75	155 52
95	596 75	507 40	5,775 65	4,455 00	.....
96	255 75	82 14	2,265 65	1,798 23	106 60
97	345 00	306 36	3,132 19	2,365 00	97 50
98	.....	528 00	4,240 54	2,941 72	.....
99	312 00	1,965 22	6,375 55	3,780 00	.....
100	.....	5,285 44	12,138 09	5,160 00	229 43
101	833 00	622 57	6,118 08	4,505 00	.....
102	310 70	1,085 15	9,133 54	6,515 50	.....
103	243 50	355 20	4,205 63	2,895 00	30 00
104	.....	1,520 20	5,036 92	4,289 25	.....
105	1,072 80	1,175 13	7,593 74	5,136 00	121 54
1	49,959 10	452,185 36	1,145,874 97	514,192 67	337,342 72
2	94,542 62	190,903 73	1,034,150 93	626,931 10	133,414 94
3	144,501 72	643,089 09	2,180,025 90	1,141,123 77	470,757 66
4	145,254 34	607,792 82	2,195,322 24	1,043,585 54	296,484 74
5	.....	35,296 27	.....	97,538 23	174,272 92
6	752 62	.....	15,296 34	.....	.....
7	6.62	29.49	.....	58.57	24.16

## COLLEGIATE INSTITUTES

## I. TABLE K—FINANCIAL

High Schools—Continued	Repairs to school accommodations	Expenditure—	
		Library, scientific apparatus, maps, etc., typewriters, drawing models, and equipment for physical culture	School books, stationery, prizes, fuel, examinations, and other expenses
	\$ c.	\$ c.	\$ c.
59 Oakville .....	181 66	87 05	3,566 20
60 Omemee .....		213 38	400 99
61 Orangeville .....	292 27	521 89	1,408 90
62 Oshawa .....	505 87	65 38	1,330 63
63 Paris .....	253 64	350 17	1,143 32
64 Parkhill .....	197 90	163 95	608 46
65 Pembroke .....	2 65		1,278 42
66 Penetanguishene .....	49 21	125 90	710 81
67 Petrolea .....	24 01	344 14	934 84
68 Plantagenet .....		110 15	915 27
69 Port Dover .....		34 02	312 98
70 Port Elgin .....		22 85	1,176 41
71 Port Hope .....	27 56	559 18	913 74
72 Port Perry .....	129 41	129 85	718 73
73 Port Rowan .....	42 21	71 45	282 00
74 Prescott .....	96 29	130 26	1,086 80
75 Richmond Hill .....	150 15	205 93	434 85
76 Rockland .....	22 95	70 54	599 98
77 Sault Ste. Marie .....	168 92	1,617 49	2,629 29
78 Simcoe .....	32 85	796 62	918 54
79 Smith's Falls .....	40 46		1,577 32
80 Smithville .....	44 18		386 29
81 Stirling .....	129 91	300 00	139 38
82 Streetsville .....	352 19		371 83
83 Sudbury .....		1,165 17	2,260 12
84 Sydenham .....	500 00		965 77
85 Thorold .....	75 18	123 00	555 80
86 Tillsonburg .....	55 07	163 45	923 77
87 Toronto, Commerce and Finance .....		1,027 22	652 24
88 Toronto, Malvern .....	279 95	1,157 15	1,993 12
89 Toronto, Oakwood .....	77 58	5,890 48	2,710 13
90 Toronto, Riverdale .....	1,030 70	1,691 47	4,052 22
91 Toronto, Technical .....	808 71	2,599 77	13,767 31
92 Trenton .....	77 61	43 00	928 39
93 Uxbridge .....	310 52	45 81	750 45
94 Vienna .....		20 24	107 09
95 Walkerton .....		43 47	579 77
96 Wardsville .....	3 74	308 48	48 60
97 Waterdown .....	15 50		340 21
98 Waterford .....	6 85	7 47	469 09
99 Watford .....	56 09	1 65	735 35
100 Welland .....	41 70	48 43	716 21
101 Weston .....	168 33	157 05	586 98
102 Whitby .....		105 55	1,171 60
103 Warton .....	73 30	85 14	612 46
104 Williamstown .....	86 02	21 54	640 11
105 Wingham .....	166 55	336 00	946 03
1 Totals, High Schools .....	11,608 64	28,528 21	118,519 07
2 Totals, Collegiate Institutes .....	17,294 15	25,529 77	134,696 94
3 Grand Totals, 1911 .....	28,902 79	54,057 98	253,216 01
4 Grand Totals, 1910 .....	33,718 27	34,821 40	227,556 25
5 Increases .....		19,236 58	25,659 76
6 Decrease .....	4,815 48		
7 Percentages .....	1.48	2.77	12.99

# AND HIGH SCHOOLS—Continued STATEMENT—Concluded

Continued					
Total Expenditure		Balances		Charges per year for Tuition	
\$ c.		\$ c.			
59	7,942 21	.....		Dist. \$5; others \$8;	
60	2,660 85		61 19	Dist. free; others \$10.	
61	11,788 30		1,937 67	\$10.	
62	9,902 69		162 69	F. I free; others \$7.50.	
63	6,372 47		569 50	Dist. and Co. free; others \$20.	
64	4,950 89		58 47	Res. F's I and II \$6; F's III and IV \$8; non-res. \$10.	
65	6,657 62	.....		Free.	
66	3,965 92		580 24	Free.	
67	7,107 49		2,335 89	Free.	
68	4,125 42		146 40	Free.	
69	2,224 75	.....		Free.	
70	3,909 26		268 45	Village \$6.50; others \$10.	
71	9,301 36		253 43	Town \$9; Co. free.	
72	4,974 66		75 74	\$7.50.	
73	2,495 66	.....		Free.	
74	5,653 78		79 56	Res. free; others \$5.	
75	3,510 93		66 37	\$10.	
76	3,599 12		545 70	Free.	
77	15,385 89		2,570 97	\$10.	
78	9,008 01	.....		Dist and Co. free; others \$10.	
79	7,431 78	.....		Res. free; non-res. \$5.	
80	2,774 42		690 85	Free.	
81	18,179 75		2,661 56	Free.	
82	3,915 75		1,165 34	\$10.	
83	13,655 89		1,703 47	Res. free; non-res. \$10.	
84	5,093 27	.....		L. and M. Schs. \$5; U. Sch. \$12.	
85	3,833 08		624 15	Free.	
86	5,717 72	.....		L. and M. Sch. \$7.50; U. Sch. \$10.	
87	10,672 15	.....		1st and 2nd years free; 3rd year \$15.	
88	12,476 50	.....		F. I free, except to non-res.; F. II \$9; III \$15; IV \$21;	
89	112,213 83	.....		V \$27.	
90	26,630 97		9 366 85	1st yr. free; 2nd \$9; 3rd \$15; 4th \$21; specials \$2 per	
91	221,794 56		52,522 37	Free.	[subject per term.
92	5,394 11		725 29	Res. \$5; non-res. \$7.50.	
93	4,966 63	.....		Free.	
94	2,131 60		755 68	\$10.	
95	5,078 24		697 41	\$7.50.	
96	2,265 65	.....		\$10.	
97	2,818 21		313 98	Free.	
98	3,425 13		815 41	\$10.	
99	4,573 09		1,802 46	Free.	
100	6,195 77		5,942 32	\$10.	
101	5,417 36		700 72	Town, \$6; Co. \$7.50.	
102	7,792 65		1,340 89	\$5.	
103	3,695 90		509 73	Free.	
104	5,036 92	.....		L. Sch. \$6; M. Sch. \$8; U. Sch. \$10.	
105	6,706 12		887 62		
1	1,010,191 31		135,683 66	52 free; 53 not free.	
2	937,866 90		96,284 03	12 free; 31 not free.	
3	1,948,058 21		231,967 69	64 free; 84 not free.	
4	1,636,166 20		559,156 04	64 free; 82 not free.	
5	311,892 01	.....		2 not free.	
6	.....		327,188 35	.....	
7	.....			43.24 free; 56.75 not free.	

Cost per pupil, enrolled attendance, \$60.44; average attendance, \$96.54.



## COLLEGIATE INSTITUTES

## II. TABLE L—ATTENDANCE, PUPILS IN THE SCHOOLS

Collegiate Institutes	Pupils				Number of Pupils in—			Number of Pupils from—		
	Boys	Girls	Totals	Average Daily Attendance	Lower School	Middle School	Upper School	Municipalities composing the High School District	Municipalities within the County or Territorial District	Other Counties or Districts
1 Barrie .....	147	164	311	183	192	94	25	166	135	10
2 Berlin .....	194	141	335	217	205	96	34	200	132	3
3 Brantford .....	244	274	518	334	313	170	35	338	150	30
4 Brockville .....	148	198	346	217	228	86	32	218	125	3
5 Chatham .....	201	235	436	268	230	147	59	272	158	6
6 Clinton .....	97	98	195	127	114	56	25	83	112	.....
7 Cobourg .....	136	182	318	149	213	91	14	114	202	2
8 Collingwood .....	101	130	231	126	168	48	15	156	48	27
9 Fort William .....	75	123	198	126	161	30	7	187	7	4
10 Galt .....	184	189	373	234	259	87	27	189	163	21
11 Goderich .....	86	163	249	164	145	80	24	134	114	1
12 Guelph .....	200	238	438	299	273	112	53	297	115	26
13 Hamilton .....	510	464	974	634	437	399	138	874	77	23
14 Ingersoll .....	78	84	162	102	92	59	11	81	70	11
15 Kingston .....	257	267	524	331	256	245	23	460	58	6
16 Lindsay .....	195	213	408	259	250	107	51	209	131	68
17 London .....	528	564	1,092	694	679	317	96	856	231	5
18 Morrisburg .....	66	77	143	93	77	49	17	59	81	3
19 Napanee .....	92	143	235	153	119	89	27	112	114	9
20 Niagara Falls .....	123	153	276	167	189	57	30	216	43	17
21 Orillia .....	148	174	322	206	196	104	22	171	91	60
22 Ottawa .....	593	472	1,065	677	613	393	59	956	52	57
23 Owen Sound .....	217	265	482	307	268	161	53	302	134	46
24 Perth .....	94	127	221	154	116	91	14	114	105	2
25 Peterborough .....	220	283	503	311	356	102	45	434	58	11
26 Picton .....	118	128	246	160	145	82	19	117	128	1
27 Port Arthur .....	78	88	166	105	130	25	11	165	.....	1
28 Renfrew .....	131	185	316	195	212	85	19	160	142	14
29 Ridgetown .....	74	95	169	110	104	49	16	100	67	2
30 St. Catharines .....	149	216	365	218	283	56	26	233	114	18
31 St. Mary's .....	119	139	258	176	128	108	22	120	75	63
32 St. Thomas .....	219	309	528	328	352	143	33	386	131	11
33 Sarnia .....	144	192	336	220	232	87	17	269	64	3
34 Seaforth .....	97	108	205	140	97	64	44	62	118	25
35 Stratford .....	234	224	458	309	276	125	57	324	93	41
36 Strathroy .....	96	112	208	129	106	92	10	114	93	1
37 Toronto, Harbord .....	350	414	764	489	415	254	95	764	.....	.....
38 Toronto, Parkdale .....	304	362	666	415	390	230	46	615	34	17
39 Toronto, Jarvis .....	294	329	623	391	366	247	70	610	8	5
40 Toronto, Humberside .....	171	190	361	235	208	126	27	308	36	17
41 Vankleek Hill .....	63	132	195	137	89	98	8	69	98	28
42 Windsor .....	194	199	393	232	303	73	17	293	97	3
43 Woodstock .....	210	230	440	261	312	95	33	201	202	37
Totals .....	7,979	9,073	17,052	10,786	10,237	5,309	1,506	12,108	4,206	738

## AND HIGH SCHOOLS—Continued

## AND IN THE VARIOUS SUBJECTS, ETC.

Number of Pupils from Families whose Head is occupied as below								Number of Pupils in the Various Subjects							
Commerce	Agriculture	Law, Medicine, or the Church	Teaching	The Trades	Labouring occupations	Other occupations	Without occupation	English Grammar	English Composition and Rhetoric	English Literature	Canadian History	British History	Ancient History	Mediæval History	
1	64	117	16	8	65	5	36	.....	301	301	301	286	156	97	16
2	189	27	38	9	9	8	20	35	269	320	319	298	196	98	11
3	149	145	33	13	128	26	19	5	358	502	502	310	485	169	19
4	63	75	21	.....	72	45	42	28	322	342	346	231	135	86	13
5	104	136	45	6	83	42	.....	20	225	432	432	377	416	147	41
6	42	95	11	.....	23	6	16	2	143	190	190	129	136	60	18
7	48	70	13	6	90	40	40	11	263	318	318	213	318	35	4
8	27	70	8	5	25	20	75	1	216	230	230	216	216	46	11
9	51	9	5	1	35	42	43	12	174	198	198	191	198	37	7
10	126	77	16	6	94	10	24	20	279	365	365	346	346	87	17
11	40	94	15	2	45	15	26	12	219	239	239	225	225	84	11
12	151	132	30	15	87	15	.....	8	313	438	438	302	307	112	53
13	466	87	100	38	190	39	24	30	573	955	955	873	873	409	52
14	34	76	7	4	28	1	2	10	134	157	157	154	154	55	6
15	130	63	43	17	118	28	110	15	434	518	518	361	346	195	18
16	79	141	15	10	29	47	48	39	287	395	395	336	348	119	24
17	380	190	100	25	317	51	15	14	761	1,057	1,057	1,016	1,043	347	58
18	24	61	8	2	30	11	5	2	97	143	143	97	106	59	14
19	30	124	19	8	18	14	12	10	170	228	228	207	134	51	14
20	88	33	6	5	42	40	42	20	176	274	274	259	274	57	28
21	74	132	24	11	33	22	15	11	252	313	313	240	194	108	9
22	283	61	84	38	216	40	292	51	549	1,053	1,052	495	538	121	35
23	91	149	43	5	97	63	20	14	388	461	461	429	334	161	45
24	38	101	10	.....	23	14	35	.....	167	221	221	207	207	52	9
25	96	60	29	4	166	63	30	55	409	475	475	458	241	117	18
26	22	120	10	5	23	46	12	8	145	245	245	83	196	82	10
27	42	4	15	4	53	10	32	6	129	166	164	140	140	27	9
28	86	124	16	3	64	20	3	.....	244	316	311	196	188	85	12
29	41	71	7	3	20	6	12	9	121	164	164	94	95	56	14
30	92	66	15	3	108	35	42	4	301	365	365	339	339	56	18
31	46	130	10	3	31	34	2	2	210	254	254	247	247	98	14
32	98	142	15	4	152	101	13	3	307	489	495	313	323	143	17
33	94	53	22	4	81	37	43	2	232	336	336	319	319	87	3
34	37	99	11	3	22	16	2	15	112	201	194	158	169	65	37
35	120	135	28	10	94	10	35	26	340	432	432	340	340	182	35
36	3	93	13	3	33	4	18	5	154	201	201	100	135	126	6
37	300	5	25	20	284	.....	30	100	674	764	764	533	447	275	42
38	224	29	53	14	140	37	129	40	485	664	664	530	332	126	27
39	225	18	124	27	132	56	29	12	496	615	615	285	354	228	28
40	65	39	31	11	82	12	56	27	291	357	357	280	221	69	15
41	8	153	10	.....	4	4	3	13	126	195	195	177	177	98	6
42	84	31	21	2	133	34	73	15	291	345	343	273	190	84	6
43	85	153	19	9	41	25	101	9	342	420	420	426	426	95	16
4,571								12,479	16,652	16,646	12,889	12,594	4,891	866	

## COLLEGIATE INSTITUTES

## II. TABLE L—ATTENDANCE, PUPILS IN THE SCHOOLS

## Number of Pupils in the Various Subjects—Continued

Collegiate Institutes	Modern History	Geography	Reading	Arithmetic and Mensuration	Algebra	Geometry	Trigonometry	French	German	Latin	Greek
1 Barrie .....	12	237	216	240	294	191	17	214	25	266	...
2 Berlin .....	8	261	241	277	293	158	16	93	169	262	5
3 Brantford .....	18	288	383	383	458	450	19	392	151	314	8
4 Brockville .....	10	263	259	278	317	245	27	298	40	289	6
5 Chatham .....	30	230	436	277	326	267	51	247	61	287	25
6 Clinton .....	13	136	143	143	190	180	18	105	23	185	3
7 Cobourg .....	6	213	213	263	225	169	10	150	22	146	...
8 Collingwood .....	11	168	168	216	226	206	7	135	23	142	8
9 Fort William .....	7	161	161	174	166	127	7	111	24	139	2
10 Galt .....	10	259	259	279	320	321	24	305	97	331	4
11 Goderich .....	15	145	145	170	209	177	9	102	15	113	3
12 Guelph .....	53	273	273	313	355	355	53	315	128	348	17
13 Hamilton .....	66	558	571	573	935	935	101	668	291	917	31
14 Ingersoll .....	5	112	112	135	137	95	6	85	11	111	1
15 Kingston .....	18	381	331	425	468	380	15	375	101	372	15
16 Lindsay .....	25	273	273	273	317	316	33	270	27	295	21
17 London .....	36	805	805	805	898	589	66	896	48	699	12
18 Morrisburg .....	6	97	92	97	136	136	15	107	19	128	5
19 Napanee .....	11	139	139	173	194	141	21	143	63	163	3
20 Niagara Falls .....	14	189	189	211	264	183	28	192	27	164	7
21 Orillia .....	11	207	207	252	280	277	13	203	44	260	6
22 Ottawa .....	15	641	712	908	948	634	85	907	172	625	17
23 Owen Sound .....	32	388	268	388	437	437	47	225	30	287	11
24 Perth .....	4	116	116	167	221	170	14	99	16	159	5
25 Peterborough .....	13	389	389	410	418	403	35	378	72	390	8
26 Picton .....	12	145	122	145	190	100	8	200	60	185	1
27 Port Arthur .....	10	128	128	155	151	126	9	113	16	124	9
28 Renfrew .....	12	212	212	216	310	283	14	170	19	242	3
29 Ridgetown .....	5	121	121	121	164	164	11	59	6	118	2
30 St. Catharines .....	20	283	283	301	308	202	18	210	142	208	14
31 St. Mary's .....	13	189	189	247	253	189	14	163	35	233	14
32 St. Thomas .....	14	352	352	390	378	228	26	370	120	375	5
33 Sarnia .....	6	232	232	232	233	233	16	191	27	213	8
34 Seaforth .....	29	97	95	150	199	160	39	123	41	155	13
35 Stratford .....	38	396	396	396	389	389	44	225	165	340	7
36 Strathroy .....	7	154	128	157	196	196	7	138	20	173	5
37 Toronto, Harbord ...	34	388	388	739	764	764	76	710	440	696	64
38 Toronto, Parkdale .	21	356	390	530	664	654	33	396	223	538	36
39 Toronto, Jarvis ....	32	448	448	496	608	604	54	594	230	582	42
40 Toronto, Humber-side	9	315	273	291	347	299	20	269	130	299	15
41 Vankleek Hill .....	6	126	126	126	175	175	7	120	2	153	12
42 Windsor .....	3	284	325	325	292	193	15	217	26	220	6
43 Woodstock .....	14	357	312	342	377	377	20	262	52	322	10
Totals .....	734	11,512	11,621	13,189	15,030	12,878	1,168	11,545	3,453	12,568	489



## AND HIGH SCHOOLS—Continued

## AND IN THE VARIOUS SUBJECTS, ETC.—Continued

Number of Pupils in the Various Subjects—Continued											Special Courses				
Zoology	Botany	Chemistry	Physics	Mineralogy	Writing	Bookkeeping	Stenography	Typewriting	Art	Physical Culture	Commercial	Agriculture	Manual Training	Household Science	Art (Middle School)
1	231	231	141	298	10	139	150	27	27	218	311	.....	.....	.....	...
2	125	125	96	218	7	193	103	52	57	226	310	42	...	129	100
3	99	99	215	231	13	206	151	70	46	183	503	70	...	149	170
4	133	133	202	279	7	253	118	51	54	126	346	.....	.....	.....	...
5	177	177	194	301	10	164	159	71	84	145	436	84	.....	.....	...
6	18	18	185	175	18	114	114	21	16	136	195	.....	.....	.....	...
7	250	200	101	103	5	101	72	93	94	88	315	.....	.....	.....	...
8	160	160	73	296	4	165	165	29	29	165	231	17	28	34	.....
9	91	91	122	119	....	161	117	71	71	90	161	71	.....	.....	...
10	230	230	169	316	8	221	172	61	62	151	366	62	6	139	147
11	113	113	120	126	8	120	95	69	48	102	249	46	.....	.....	...
12	243	242	228	337	21	95	178	83	83	190	430	83	.....	.....	...
13	655	649	616	846	16	352	410	.....	.....	562	960	.....	.....	313	234
14	64	64	65	137	3	78	65	19	19	61	162	.....	.....	49	61
15	202	202	179	354	2	230	110	62	124	75	490	56	.....	.....	...
16	165	165	175	223	26	209	172	66	68	119	403	66	.....	.....	...
17	686	686	556	865	21	734	734	159	75	650	1,012	155	...	80	360
18	88	88	100	137	5	72	72	11	8	70	143	.....	.....	.....	...
19	108	108	143	149	6	73	84	19	11	118	233	.....	.....	.....	...
20	86	86	101	101	6	183	154	98	56	72	276	99	.....	.....	...
21	108	108	113	254	8	207	113	42	42	126	314	42	.....	.....	19
22	390	390	325	739	13	542	188	116	121	567	1,054	114	.....	.....	114
23	32	32	335	356	22	268	268	60	48	268	478	48	...	180	235
24	121	121	161	191	....	116	65	21	21	116	218	21	5	.....	.....
25	154	154	109	262	7	381	176	84	40	128	491	89	...	117	125
26	102	100	190	190	....	145	92	45	45	104	246	45	16	.....	.....
27	42	42	31	83	2	113	85	38	38	102	162	38	...	74	77
28	164	164	290	295	6	132	164	40	38	166	313	38	.....	.....	...
29	69	69	90	108	6	52	50	23	35	100	169	.....	.....	.....	...
30	172	172	141	148	5	152	185	118	62	224	363	.....	.....	.....	...
31	204	204	182	254	7	88	144	27	13	185	255	.....	.....	.....	...
32	372	372	163	395	12	220	220	154	75	352	528	154	...	67	.....
33	42	42	77	198	3	180	113	103	54	48	326	54	.....	.....	...
34	130	130	94	183	25	97	97	36	38	69	199	.....	.....	.....	...
35	193	193	385	304	20	274	151	70	70	151	450	70	...	115	123
36	133	133	95	196	3	128	50	8	12	128	202	8	.....	.....	...
37	443	443	420	635	10	360	360	.....	.....	365	764	.....	.....	.....	...
38	356	356	249	562	14	332	326	.....	.....	369	660	.....	.....	.....	...
39	253	253	265	342	21	198	198	.....	.....	252	608	.....	.....	.....	...
40	166	166	111	263	6	213	105	37	22	202	315	37	.....	.....	10
41	79	79	133	163	2	49	56	17	17	79	195	.....	.....	.....	7
42	209	209	122	300	10	257	160	97	47	246	370	95	.....	.....	...
43	76	76	131	205	20	292	292	48	48	138	430	48	...	161	216
7,934	7,875	7,903	12,237	418	8,659	7,053	2,316	1,918	8,032	16,642	1,752	55	1,607	1,848	189

## COLLEGIATE INSTITUTES

II. TABLE L—ATTENDANCE, PUPILS IN THE SCHOOLS AND

High Schools	Pupils				Number of Pupils in—			Number of Pupils from—		
	Boys	Girls	Totals	Average Daily Attendance	Lower School	Middle School	Upper School	Municipalities composing the High School Dist <sup>t</sup>	Municipalities within the County or Territorial District	Other Counties or Districts
1 Alexandria .....	49	107	156	103	118	38	.....	135	12	9
2 Almonte .....	66	70	136	83	71	55	10	88	44	4
3 Arnprior .....	88	116	204	137	111	78	15	143	40	21
4 Arthur .....	37	68	105	64	61	41	3	50	55	.....
5 Athens .....	70	113	183	128	97	86	.....	72	109	2
6 Aurora .....	62	68	130	78	74	41	15	62	67	1
7 Aylmer .....	71	88	159	108	65	79	15	72	87	.....
8 Beamsville .....	38	38	76	44	55	21	.....	29	47	.....
9 Belleville .....	133	171	304	171	175	98	31	216	76	12
10 Bowmanville .....	53	65	118	70	69	35	14	69	47	2
11 Bradford .....	40	45	85	72	50	35	.....	25	60	.....
12 Brampton .....	82	96	178	121	78	73	27	89	78	11
13 Brighton .....	36	35	71	48	51	20	.....	37	34	.....
14 Caledonia .....	45	79	124	73	63	47	14	46	58	20
15 Campbellford .....	57	92	149	95	96	47	6	102	45	2
16 Carleton Place .....	81	119	200	125	100	88	12	122	74	4
17 Cayuga .....	34	41	75	54	48	21	6	22	53	.....
18 Chesley .....	56	80	136	84	77	43	16	70	44	22
19 Colborne .....	34	34	68	44	45	23	.....	27	41	.....
20 Cornwall .....	160	170	330	217	229	90	11	167	127	36
21 Deseronto .....	30	42	72	45	49	23	.....	53	16	3
22 Dundas .....	36	72	108	63	60	43	5	76	31	1
23 Dunnville .....	74	88	162	103	89	58	15	90	54	18
24 Dutton .....	63	66	129	81	50	61	18	34	94	1
25 Elora .....	35	37	72	43	53	17	2	44	28	.....
26 Essex .....	75	72	147	89	84	48	15	48	98	1
27 Fergus .....	80	82	162	109	87	56	19	66	96	.....
28 Forest .....	58	70	128	82	78	40	10	56	72	.....
29 Gananoque .....	59	80	139	91	72	67	.....	92	29	18
30 Georgetown .....	58	89	147	89	107	34	6	47	43	57
31 Glencoe .....	27	60	87	44	55	27	5	31	51	5
32 Gravenhurst .....	31	43	74	45	43	31	.....	57	16	1
33 Grimsby .....	61	72	133	81	71	62	.....	44	42	47
34 Hagersville .....	60	73	133	82	75	53	5	57	76	.....
35 Haileybury .....	47	56	103	58	97	6	.....	101	.....	2
36 Harriston .....	47	55	102	62	56	41	5	46	28	28
37 Hawkesbury .....	35	35	70	37	48	18	4	29	26	15
38 Iroquois .....	59	80	139	97	61	66	12	44	79	16
39 Kemptville .....	74	126	200	126	78	100	22	64	64	72
40 Kenora .....	38	49	87	57	59	28	.....	84	3	.....
41 Kincardine .....	63	69	132	86	82	40	10	60	68	4
42 Leamington .....	81	103	184	114	121	44	19	171	1	12
43 Listowel .....	116	100	216	141	107	87	22	83	110	23
44 Lucan .....	64	61	125	83	75	36	14	43	82	.....
45 Madoc .....	36	62	98	63	63	33	2	45	53	.....
46 Markham .....	114	84	198	133	106	58	34	44	125	29
47 Meaford .....	76	94	170	109	99	57	14	88	74	8
48 Midland .....	59	59	118	74	69	38	11	91	27	.....
49 Mitchell .....	65	95	160	113	89	71	.....	90	69	1
50 Mount Forest .....	71	111	182	123	96	78	8	104	43	35
51 Newburgh .....	44	56	100	56	85	14	1	22	76	2
52 Newcastle .....	17	31	48	27	32	16	.....	32	16	.....
53 Newmarket .....	94	96	190	112	115	57	18	91	95	4
54 Niagara .....	25	21	46	22	34	12	.....	40	6	.....
55 Niagara Falls South .....	35	52	87	45	66	21	.....	54	33	.....
56 North Bay .....	60	65	125	77	100	18	7	121	4	.....



AND HIGH SCHOOLS—Continued  
IN THE VARIOUS SUBJECTS, ETC.—Continued

Number of Pupils from Families whose Head is occupied as below									Number of Pupils in the Various Subjects							
Commerce	Agriculture	Law, Medicine, or the Church	Teaching	The Trades	Labouring Occupations	Other Occupations	Without Occupation		English Grammar	English Composi- tion and Rhetoric	English Literature	Canadian History	British History	Ancient History	Mediaeval History	
1	7	102	3	.....	11	15	16	2	131	156	156	156	156	38	....	
2	28	48	9	1	26	6	18	.....	123	131	131	127	104	41	4	
3	45	43	9	4	42	31	29	1	133	204	204	111	87	53	9	
4	17	54	3	.....	14	4	2	11	78	105	105	77	62	31	2	
5	22	93	11	1	15	6	15	20	176	183	183	125	126	55	....	
6	14	69	6	1	23	4	11	2	108	120	121	118	118	44	2	
7	26	90	10	2	23	8	.....	.....	98	159	159	56	85	65	12	
8	7	41	3	.....	8	9	3	5	76	76	76	45	52	21	.....	
9	84	65	15	15	81	17	22	5	273	304	304	223	218	48	31	
10	14	44	6	5	24	5	4	16	69	115	115	104	104	34	8	
11	2	49	2	.....	13	.....	13	6	51	85	85	49	61	30	.....	
12	12	86	13	2	17	19	15	14	108	172	172	78	103	73	19	
13	10	32	4	3	2	.....	20	.....	71	71	71	71	71	20	.....	
14	11	60	8	6	17	2	18	2	94	118	118	113	113	50	8	
15	24	47	9	4	5	24	14	22	96	149	149	143	143	47	6	
16	37	73	10	.....	50	14	9	7	124	200	200	100	141	60	4	
17	4	44	7	2	9	.....	8	1	54	75	75	69	46	22	5	
18	48	49	10	.....	18	8	2	1	76	136	136	81	98	43	14	
19	14	39	5	.....	6	.....	1	3	46	68	68	68	68	23	.....	
20	58	120	19	5	37	27	62	2	229	328	328	319	182	75	12	
21	12	19	.....	.....	23	17	1	.....	72	72	72	72	59	23	.....	
22	26	22	4	1	11	12	19	13	78	105	105	77	102	41	3	
23	38	72	10	.....	24	12	6	.....	147	162	162	147	147	49	10	
24	5	76	5	2	14	6	18	3	50	121	121	92	80	61	9	
25	6	20	4	2	13	13	11	3	62	72	72	72	53	19	1	
26	35	82	11	4	8	2	1	4	133	143	139	98	78	45	7	
27	39	73	6	.....	28	15	.....	1	143	162	162	143	162	56	12	
28	12	62	2	2	30	2	10	8	78	128	128	89	69	38	10	
29	36	47	7	2	47	.....	.....	.....	91	139	139	137	136	64	1	
30	32	62	7	1	18	16	11	.....	141	147	147	141	141	34	6	
31	5	49	9	2	3	2	13	4	55	85	85	77	77	27	3	
32	9	14	.....	.....	23	13	15	.....	72	71	73	71	71	29	.....	
33	22	82	12	3	5	3	4	2	95	133	133	71	133	62	.....	
34	39	72	6	1	8	4	2	1	75	128	128	128	128	58	.....	
35	20	5	14	.....	18	2	39	5	100	103	103	103	103	3	.....	
36	25	35	10	.....	6	1	16	9	56	101	101	97	75	41	4	
37	20	28	6	1	12	.....	3	.....	67	67	67	67	35	17	.....	
38	15	76	4	4	20	9	11	.....	88	138	138	127	127	66	11	
39	38	107	16	2	27	6	4	.....	182	198	198	99	153	99	13	
40	15	2	1	1	26	37	5	.....	68	87	87	87	87	28	.....	
41	27	76	4	1	19	2	3	.....	91	131	131	130	130	44	5	
42	35	83	14	.....	24	6	15	7	175	178	178	148	105	52	8	
43	40	99	16	5	28	.....	20	8	122	211	211	152	147	89	18	
44	21	71	8	.....	11	12	2	.....	111	125	124	109	109	35	6	
45	31	45	5	3	4	4	3	3	63	98	98	98	98	35	2	
46	26	111	15	8	14	8	6	10	164	198	198	164	164	70	34	
47	42	70	13	1	25	8	11	.....	115	166	166	157	164	58	9	
48	14	27	2	2	22	10	35	6	107	118	118	109	118	40	9	
49	47	62	3	4	27	8	5	4	133	160	160	160	160	71	.....	
50	38	71	11	5	17	3	13	24	104	182	182	180	182	86	8	
51	9	73	4	.....	11	2	1	.....	100	100	100	100	100	25	.....	
52	2	20	2	2	9	7	.....	6	48	48	48	48	48	16	.....	
53	23	83	4	1	30	27	15	7	151	185	186	165	124	56	9	
54	9	12	.....	1	7	5	4	8	46	46	46	46	46	12	.....	
55	19	38	1	.....	20	1	8	.....	70	86	86	87	87	21	.....	
56	20	7	2	3	32	13	43	5	106	125	125	69	55	18	7	



# COLLEGIATE INSTITUTES

## II. TABLE L—ATTENDANCE, PUPILS IN THE SCHOOLS

High Schools—Continued	Number of Pupils in the Various Subjects—Continued										
	Modern History	Geography	Reading	Arithmetic and Mensuration	Algebra	Geometry	Trigonometry	French	German	Latin	Greek
1 Alexandria .....	....	131	131	131	156	108	....	97	2	146	....
2 Almonte .....	8	85	85	85	129	129	4	78	8	133	3
3 Arnprior .....	7	133	133	136	204	158	15	145	34	193	....
4 Arthur .....	....	68	68	73	105	105	3	36	....	71	....
5 Athens .....	....	183	116	183	183	183	....	104	....	172	....
6 Aurora .....	13	83	83	99	127	81	2	80	16	126	....
7 Aylmer .....	6	98	98	98	154	156	12	123	26	101	....
8 Beamsville .....	....	55	76	76	76	74	....	33	4	34	....
9 Belleville .....	31	215	215	252	302	215	31	128	32	205	4
10 Bowmanville .....	4	65	69	72	113	112	10	66	14	87	4
11 Bradford .....	....	50	50	51	85	85	....	55	....	84	....
12 Brampton .....	17	78	78	108	172	172	17	165	25	160	11
13 Brighton .....	....	51	51	71	71	41	....	32	....	41	....
14 Caledonia .....	8	63	63	93	120	120	9	78	31	91	....
15 Campbellford .....	6	96	96	96	145	145	3	120	15	130	1
16 Carleton Place .....	4	141	100	141	200	141	12	97	....	120	12
17 Cayuga .....	5	54	54	69	75	75	5	38	....	68	....
18 Chesley .....	8	76	76	76	136	136	13	109	12	128	3
19 Colborne .....	....	46	46	46	68	36	....	20	....	64	....
20 Cornwall .....	3	229	229	229	284	284	4	142	14	239	3
21 Deseronto .....	....	59	59	67	72	72	....	63	....	68	....
22 Dundas .....	2	77	77	78	106	96	4	62	16	71	....
23 Dunnville .....	6	89	89	147	129	122	6	95	53	104	3
24 Dutton .....	10	50	50	50	121	121	9	54	3	80	1
25 Elora .....	....	62	62	62	65	50	2	41	3	45	5
26 Essex .....	3	101	100	131	142	87	9	117	22	136	....
27 Fergus .....	10	143	162	143	162	162	12	140	34	155	1
28 Forest .....	6	78	78	78	128	128	10	57	....	92	3
29 Gananoque .....	....	91	91	91	120	120	1	62	....	100	....
30 Georgetown .....	....	118	118	141	147	147	6	42	5	109	1
31 Glencoe .....	3	55	55	56	85	85	3	43	8	74	....
32 Gravenhurst .....	....	53	53	72	70	63	....	55	7	55	....
33 Grimsby .....	....	71	71	95	133	133	....	78	11	69	....
34 Hagersville .....	5	75	75	108	128	128	....	123	5	119	....
35 Haileybury .....	....	97	100	100	101	70	....	99	....	98	....
36 Harriston .....	3	56	56	84	100	97	4	52	22	91	....
37 Hawkesbury .....	4	48	48	67	67	67	....	44	....	36	....
38 Iroquois .....	1	61	61	127	136	98	11	67	12	117	....
39 Kemptville .....	8	180	100	181	180	180	16	162	19	179	4
40 Kenora .....	....	69	69	69	84	62	1	39	....	57	....
41 Kincardine .....	3	91	91	91	120	120	9	69	....	116	3
42 Leamington .....	3	136	135	171	164	118	15	70	10	145	7
43 Listowel .....	9	129	122	131	211	211	17	137	52	176	8
44 Lucan .....	9	75	75	75	125	123	8	90	....	123	....
45 Madoc .....	2	63	63	96	96	96	....	40	2	86	....
46 Markham .....	30	140	140	140	198	198	34	119	42	160	....
47 Meaford .....	5	115	166	155	134	134	13	95	25	128	1
48 Midland .....	6	75	75	107	118	118	11	94	8	108	....
49 Mitchell .....	....	130	108	133	160	159	....	85	19	133	....
50 Mount Forest .....	....	96	96	118	182	182	8	84	5	174	4
51 Newburgh .....	1	85	85	100	100	100	....	72	....	82	4
52 Newcastle .....	....	32	32	32	48	48	....	31	4	43	....
53 Newmarket .....	10	128	128	170	150	151	15	102	13	127	....
54 Niagara .....	....	33	34	46	46	46	....	10	3	20	....
55 Niagara Falls South .....	....	70	69	70	86	53	....	46	8	43	....
56 North Bay .....	1	121	121	106	124	85	7	102	12	105	....

AND HIGH SCHOOLS—Continued  
AND IN THE VARIOUS SUBJECTS, ETC.—Continued

Number of Pupils in the Various Subjects—Continued											Special Courses				
Zoology	Botany	Chemistry	Physics	Mineralogy	Writing	Bookkeeping	Stenography	Typewriting	Art	Physical Culture	Commercial	Agriculture	Manual Training	Household Science	Art (Middle School)
1	131	131	65	156	....	91	131	....	131	155	....	....	....	....	....
2	89	85	41	41	....	85	89	48	48	85	7	....	....	....	....
3	140	140	155	193	....	91	91	....	....	133	149	....	....	....	....
4	67	67	53	105	....	48	48	....	12	70	105	....	....	....	....
5	144	144	135	183	....	183	85	....	....	183	183	....	....	....	....
6	85	85	83	124	9	56	56	....	....	73	118	....	....	....	....
7	88	88	155	155	10	56	60	....	10	70	159	....	....	....	....
8	55	55	41	74	....	62	44	10	....	69	61	....	....	....	....
9	105	105	239	243	8	252	145	....	....	252	....	....	....	....	....
10	66	66	58	110	....	46	43	....	....	67	117	....	....	....	....
11	49	49	84	84	....	49	49	....	....	49	85	....	....	....	....
12	6	84	79	168	6	78	78	....	....	78	165	....	....	....	....
13	51	51	34	34	....	51	51	....	....	51	....	....	....	....	....
14	8	8	50	50	....	56	55	....	....	73	123	....	....	....	....
15	102	102	110	146	1	96	96	....	....	96	149	....	....	....	....
16	100	100	95	194	....	59	59	....	....	100	200	....	....	....	....
17	59	59	50	75	5	54	54	....	....	54	75	....	....	....	....
18	86	85	83	131	7	76	76	....	....	75	136	....	....	....	....
19	40	40	36	68	....	46	32	....	....	46	....	....	....	....	....
20	80	80	116	272	2	204	112	64	64	106	330	64	....	....	....
21	57	57	53	70	....	59	59	10	....	57	72	....	....	....	....
22	69	69	39	87	....	52	52	13	5	77	107	....	....	....	....
23	77	77	101	104	....	90	71	31	31	83	162	....	....	....	....
24	59	59	89	121	9	31	31	....	....	50	79	....	24	....	....
25	38	38	52	52	....	46	46	20	30	51	60	16	....	....	....
26	82	82	85	140	1	89	86	....	....	93	144	....	....	....	....
27	106	106	116	162	6	87	58	....	....	87	....	....	....	....	....
28	84	84	74	128	6	49	78	14	20	77	78	....	....	....	....
29	54	54	94	130	1	57	47	18	17	63	136	....	....	....	....
30	111	111	77	146	....	84	78	8	13	111	144	....	....	....	....
31	58	58	85	85	2	55	55	....	....	59	87	....	....	....	....
32	39	39	36	60	....	37	53	17	22	47	54	....	....	....	....
33	67	67	57	57	....	71	47	....	....	71	100	....	....	....	....
34	80	80	53	128	....	56	75	....	....	75	....	....	....	....	....
35	40	40	6	99	3	100	80	....	....	45	80	....	....	....	....
36	53	53	71	89	3	56	54	....	2	56	102	....	....	....	....
37	52	52	41	67	4	39	48	....	....	52	70	....	....	....	....
38	63	63	89	136	1	38	38	....	5	61	....	....	....	....	....
39	190	190	148	194	2	100	76	12	44	134	200	....	....	....	....
40	19	19	42	42	....	51	49	....	....	27	85	....	....	....	....
41	84	84	115	119	3	91	88	11	11	81	131	11	....	....	....
42	95	95	151	158	5	95	103	....	....	83	184	20	....	....	....
43	138	138	146	213	1	122	56	....	....	122	85	....	....	....	....
44	85	85	80	117	9	75	54	....	2	74	123	....	....	....	4
45	63	63	73	96	....	63	63	....	....	63	....	....	....	....	....
46	178	178	146	198	30	130	82	....	....	106	190	....	....	....	....
47	70	70	90	132	5	115	72	34	34	79	170	....	....	....	....
48	81	81	82	117	6	75	49	....	....	75	118	....	....	....	....
49	131	131	112	159	....	75	75	....	....	108	160	....	....	....	....
50	96	96	174	174	....	96	96	....	....	....	182	....	....	....	....
51	86	86	58	100	1	43	43	....	....	85	....	....	....	....	....
52	32	32	26	48	....	32	32	....	....	32	47	....	....	....	....
53	78	78	117	137	8	97	90	43	48	75	182	....	....	....	....
54	34	34	14	46	....	34	30	17	15	33	46	....	....	....	....
55	30	30	15	44	....	70	47	35	35	31	70	35	16	....	40
56	122	122	40	124	1	67	67	3	....	121	124	....	....	....	....

# COLLEGIATE INSTITUTES

## II. TABLE L—ATTENDANCE, PUPILS IN THE SCHOOLS

High Schools—Continued	Pupils				Number of Pupils in—		
	Boys	Girls	Totals	Average daily Attendance	Lower School	Middle School	Upper School
57 North Toronto .....	68	61	129	70	70	51	8
58 Norwood .....	41	74	115	81	71	44	.....
59 Oakville .....	45	56	101	64	38	63	.....
60 Omemee .....	16	30	46	31	20	26	.....
61 Orangeville .....	82	113	195	125	86	90	19
62 Oshawa .....	96	107	203	124	141	42	20
63 Paris .....	56	66	122	81	75	34	13
64 Parkhill .....	63	73	136	76	85	37	14
65 Pembroke .....	73	90	163	103	106	48	9
66 Penetanguishene .....	45	36	81	47	58	23	.....
67 Petrolea .....	61	87	148	83	99	44	5
68 Plantagenet .....	23	42	65	41	54	11	.....
69 Port Dover .....	31	35	66	43	40	26	.....
70 Port Elgin .....	42	49	91	55	58	33	.....
71 Port Hope .....	91	129	220	147	145	66	9
72 Port Perry .....	61	55	116	68	81	22	13
73 Port Rowan .....	20	21	41	23	20	21	.....
74 Prescott .....	60	84	144	82	88	45	11
75 Richmond Hill .....	36	55	91	52	67	24	.....
76 Rockland .....	13	31	44	25	30	14	.....
77 Sault Ste. Marie .....	127	137	264	165	192	65	7
78 Simcoe .....	105	109	214	134	117	70	27
79 Smith's Falls .....	118	142	260	168	177	69	14
80 Smithville .....	26	49	75	47	44	31	.....
81 Stirling .....	66	67	133	80	79	47	7
82 Streetsville .....	39	35	74	46	47	27	.....
83 Sudbury .....	67	57	124	79	81	29	14
84 Sydenham .....	58	75	133	90	64	61	8
85 Thorold .....	32	57	89	49	55	34	.....
86 Tillsonburg .....	58	77	135	79	79	40	16
87 Toronto, Commerce and Finance .....	155	164	319	285	206	86	27
88 Toronto, Malvern .....	70	82	152	92	92	47	13
89 Toronto, Oakwood .....	171	141	312	179	154	130	28
90 Toronto, Riverdale .....	183	171	354	230	204	120	30
91 Toronto, Technical .....	350	711	1,061	402	*520	+350	†191
92 Trenton .....	51	84	135	90	79	56	.....
93 Uxbridge .....	62	62	124	92	67	38	19
94 Vienna .....	11	22	33	20	26	6	1
95 Walkerton .....	56	62	118	80	70	37	11
96 Wardsville .....	15	39	54	29	31	23	.....
97 Waterdown .....	26	30	56	33	39	17	.....
98 Waterford .....	40	35	75	45	43	32	.....
99 Watford .....	65	82	147	124	56	67	24
100 Welland .....	75	129	204	126	156	34	14
101 Weston .....	58	67	125	77	80	35	10
102 Whitby .....	53	72	125	78	79	32	14
103 Warton .....	28	43	71	39	48	22	1
104 Williamstown .....	58	68	126	88	68	56	2
105 Wingham .....	95	111	206	143	104	70	32
1 Totals, High Schools .....	6,700	8,475	15,175	9,391	8,933	5,113	1,129
2 Totals, Collegiate Institutes .....	7,979	9,073	17,052	10,786	10,237	5,309	1,506
3 Grand Totals, 1911 .....	14,679	17,548	32,227	20,177	19,170	10,422	2,635
4 Grand Totals, 1910 .....	15,196	17,416	32,612	20,389	20,063	9,919	2,630
5 Increases .....	.....	132	.....	.....	.....	503	5
6 Decreases .....	517	.....	385	212	893	.....	.....
7 Percentages .....	45.54	54.45	.....	62.6	59.48	32.33	8.17

\* 1st year pupils.

† 2nd year pupils.

‡ 3rd year and 4th year pupils.



## AND HIGH SCHOOLS—Continued

## AND IN THE VARIOUS SUBJECTS, ETC.—Continued

Number of Pupils from—				Number of Pupils from Families whose Head is occupied as below							
Municipalities composing the High School District	Municipalities within the County or Terri- torial District	Other Counties or Districts		Commerce	Agriculture	Law, Medicine or the Church	Teaching	The Trades	Labouring occupations	Other occupations	Without occupation
57	65	42	22	56	33	7	5	15	5	8	.....
58	49	52	14	14	60	3	.....	8	8	15	7
59	54	46	1	22	29	9	1	13	11	12	4
60	23	14	9	3	29	3	1	1	6	3	.....
61	92	61	42	37	86	14	.....	22	10	21	5
62	154	41	8	50	52	5	1	61	11	16	7
63	82	33	7	28	42	6	3	26	10	5	2
64	47	69	20	34	80	14	.....	2	3	.....	3
65	129	34	.....	40	32	14	2	26	20	23	6
66	68	13	.....	20	14	7	3	17	14	6	.....
67	78	70	.....	21	49	6	1	19	24	15	13
68	40	24	1	13	30	2	.....	6	6	6	2
69	36	29	1	10	31	4	.....	7	8	4	2
70	45	46	.....	5	49	4	2	2	10	12	7
71	122	98	.....	29	90	8	3	54	19	6	11
72	21	69	26	4	83	4	.....	10	12	3	.....
73	26	15	.....	4	13	7	1	4	5	4	3
74	110	30	4	42	33	.....	1	22	15	13	18
75	17	74	.....	8	48	7	.....	15	6	4	3
76	29	15	.....	5	19	2	1	14	.....	3	.....
77	222	42	.....	61	12	9	5	92	59	18	8
78	91	119	4	49	108	4	4	33	5	9	2
79	190	27	43	52	61	17	1	82	20	19	8
80	31	38	6	3	42	4	.....	7	4	7	8
81	36	95	2	10	86	4	2	5	6	11	9
82	24	35	15	10	46	4	.....	7	2	5	.....
83	102	22	.....	35	5	5	.....	12	7	54	6
84	131	.....	2	13	88	4	2	13	5	2	6
85	64	17	8	22	16	4	1	35	9	2	.....
86	59	35	41	40	61	9	1	11	9	3	1
87	314	5	.....	128	3	13	2	97	13	26	37
88	116	36	.....	31	12	15	1	34	6	49	4
89	306	6	.....	77	13	26	7	103	12	51	23
90	333	11	10	98	8	20	16	98	11	85	18
91	1,051	8	2	325	20	45	.....	403	103	150	15
92	86	16	33	28	38	11	3	30	13	6	6
93	38	82	4	14	77	5	2	8	5	1	12
94	29	.....	4	2	23	.....	.....	2	.....	6	.....
95	64	53	1	30	32	12	4	21	6	9	4
96	18	24	12	4	31	5	.....	6	2	2	4
97	49	1	6	6	23	3	1	10	.....	.....	13
98	27	47	1	7	40	6	1	8	2	6	5
99	50	83	14	37	84	10	1	9	3	2	1
100	69	135	.....	47	68	13	3	42	9	15	7
101	63	46	16	32	40	6	4	13	16	5	9
102	70	54	1	15	35	8	6	10	20	5	26
103	70	1	.....	15	18	3	.....	11	3	20	1
104	123	1	2	10	70	10	1	15	4	12	4
105	100	87	19	42	96	14	.....	27	8	8	11
1	9,198	5,027	950	3,024	5,359	815	208	2,693	1,052	1,422	602
2	12,108	4,206	738	4,571	3,790	1,184	366	3,560	1,194	1,666	721
3	21,306	9,233	1,688	7,595	9,149	1,999	574	6,253	2,246	3,088	1,323
4	21,502	9,383	1,727	8,454	9,166	*	*	*	*	*	*
5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6	196	150	39	859	17	.....	.....	.....	.....	.....	.....
7	66.11	28.65	5.23	23.56	28.39	6.20	1.78	19.40	6.97	9.58	4.10

\*No record

## COLLEGIATE INSTITUTES

### II. TABLE L—ATTENDANCE, PUPILS IN THE SCHOOLS

High Schools—Continued	Number of Pupils in the						
	English Grammar	English Composition and Rhetoric	English Literature	Canadian History	British History	Ancient History	Mediæval History
57 North Toronto.....	70	129	129	121	129	51	8
58 Norwood .....	115	115	115	115	115	44	.....
59 Oakville.....	98	99	98	100	100	36	.....
60 Omemee.....	40	46	46	46	46	26	.....
61 Orangeville.....	129	190	190	191	191	97	9
62 Oshawa.....	161	192	192	155	107	44	6
63 Paris .....	74	122	122	108	108	34	13
64 Parkhill .....	122	131	131	122	136	37	4
65 Pembroke.....	124	158	158	154	154	52	4
66 Penetanguishene.....	58	81	81	81	81	23	.....
67 Petrolea .....	107	106	107	107	81	44	2
68 Plantagenet .....	54	65	65	65	65	11	.....
69 Port Dover.....	66	66	66	66	66	26	.....
70 Port Elgin.....	91	91	91	60	91	33	.....
71 Port Hope.....	167	215	215	145	116	75	4
72 Port Perry.....	88	116	116	61	55	24	6
73 Port Rowan .....	41	41	41	41	41	21	.....
74 Prescott.....	135	135	135	97	83	39	4
75 Richmond Hill .....	81	91	91	91	91	24	.....
76 Rockland .....	44	44	44	44	44	14	.....
77 Sault Ste. Marie.....	226	264	264	115	137	65	5
78 Simcoe .....	150	200	200	170	175	125	35
79 Smith's Falls.....	177	260	260	246	246	69	10
80 Smithville .....	44	75	75	44	39	23	.....
81 Stirling .....	79	133	133	79	127	45	6
82 Streetsville .....	45	72	72	72	72	25	.....
83 Sudbury .....	81	122	122	111	111	30	1
84 Sydenham .....	125	125	133	125	98	61	.....
85 Thorold.....	89	89	89	89	89	33	.....
86 Tillsonburg.....	89	132	132	119	119	46	13
87 Toronto, Commerce & Finance.....	206	319	319	206	.....	27	27
88 Toronto, Malvern .....	111	152	152	142	85	52	7
89 Toronto, Oakwood.....	224	312	311	242	212	130	10
90 Toronto, Riverdale .....	274	343	343	158	249	120	18
91 Toronto, Technical .....	222	531	516	354	100	50	.....
92 Trenton .....	117	135	135	135	135	54	.....
93 Uxbridge .....	80	123	123	113	113	46	15
94 Vienna .....	32	32	32	32	32	6	1
95 Walkerton.....	83	110	110	86	107	23	5
96 Wardsville.....	54	54	54	54	54	23	.....
97 Waterdown.....	46	56	56	56	32	17	.....
98 Waterford .....	43	75	75	75	75	32	.....
99 Watford.....	121	142	142	93	100	67	20
100 Welland.....	171	198	198	199	199	43	7
101 Weston.....	113	123	123	113	113	34	9
102 Whitby .....	79	124	124	111	111	32	12
103 Wiarton .....	71	71	71	71	36	23	1
104 Williamstown .....	106	126	126	125	125	32	2
105 Wingham.....	140	192	189	139	160	73	12
1 Totals, High Schools .....	11,036	14,397	14,385	11,794	11,142	4,622	617
2 Totals, Collegiate Institutes.....	12,479	16,652	16,646	12,889	12,594	4,891	866
3 Grand Totals, 1911 .....	23,515	31,049	31,031	24,683	23,736	9,513	1,483
4 Grand Totals, 1910 .....	23,612	31,650	31,535	25,308	25,310	9,612	1,649
5 Increases .....	.....	.....	.....	.....	.....	.....	.....
6 Decreases .....	97	601	504	625	1,574	99	166
7 Percentages .....	72.96	96.34	96.28	76.59	73.65	29.51	4.60

AND HIGH SCHOOLS—Continued

AND IN THE VARIOUS SUBJECTS, ETC.—Continued

Various Subjects

Modern History	Geography	Reading	Arithmetic and Mensuration	Algebra	Geometry	Trigonometry	French	German	
57	8	70	70	129	121	8	114	12	
58	.....	115	115	115	73	.....	81	.....	
59	.....	74	73	93	98	.....	83	11	
60	.....	27	27	43	46	.....	9	.....	
61	10	122	122	136	192	14	165	34	
62	7	163	116	163	119	10	146	33	
63	13	74	122	74	104	13	48	18	
64	10	96	96	127	132	4	80	24	
65	2	124	124	124	162	5	69	15	
66	.....	58	58	58	81	.....	49	8	
67	1	99	99	107	148	4	114	1	
68	.....	54	54	54	65	.....	52	.....	
69	.....	40	40	66	66	.....	24	7	
70	.....	91	91	91	87	.....	40	1	
71	5	167	167	167	207	4	114	34	
72	5	88	88	88	114	7	30	11	
73	.....	41	20	41	41	.....	36	.....	
74	9	92	102	135	140	4	89	15	
75	.....	91	91	81	91	.....	52	10	
76	.....	44	34	44	44	.....	44	.....	
77	5	257	192	257	241	5	127	.....	
78	35	150	170	150	170	22	100	24	
79	11	177	177	177	260	14	157	25	
80	.....	44	44	44	75	.....	12	11	
81	3	79	79	79	133	6	51	.....	
82	.....	59	56	60	69	.....	65	3	
83	.....	81	81	98	118	9	115	27	
84	8	82	82	125	125	.....	98	5	
85	.....	66	66	88	80	.....	71	2	
86	5	89	89	119	132	13	43	8	
87	27	206	.....	303	206	.....	263	9	
88	8	111	111	111	150	13	139	38	
89	10	179	190	214	310	28	270	129	
90	17	223	238	255	348	24	323	122	
91	.....	179	.....	490	359	90	478	75	
92	.....	115	100	117	135	81	58	.....	
93	8	80	80	80	123	85	15	104	19
94	1	26	26	26	33	33	1	7	.....
95	7	81	83	83	100	84	5	11	52
96	.....	30	54	54	54	41	.....	31	.....
97	.....	46	46	56	56	.....	53	.....	
98	.....	43	43	43	75	.....	49	8	
99	11	53	54	123	134	118	20	42	.....
100	4	171	171	171	203	203	7	184	60
101	7	78	78	78	122	121	8	78	18
102	3	79	79	79	123	123	12	54	2
103	.....	56	56	56	71	71	1	39	6
104	.....	106	84	106	125	91	2	83	21
105	21	206	137	142	193	193	14	108	17
1	521	10,034	9,406	11,534	13,747	12,233	753	9,139	1,571
2	734	11,512	11,621	13,189	15,030	12,878	1,168	11,545	3,453
3	1,255	21,546	21,027	24,723	28,777	25,111	1,921	20,684	5,024
4	1,244	21,435	21,695	24,895	29,081	25,138	1,968	20,622	4,758
5	11	111	.....	.....	.....	.....	.....	62	266
6	.....	.....	668	172	304	27	47	.....	.....
7	3.89	66.85	65.24	76.71	89.29	77.91	5.96	64.18	15.58



# COLLEGIATE INSTITUTES

## II. TABLE L—ATTENDANCE, PUPILS IN THE SCHOOLS

Number of Pupils in the

## High Schools—Continued

	Latin	Greek	Zoology	Botany	Chemistry	Physics	Mineralogy
57 North Toronto .....	115	.....	74	74	111	111	8
58 Norwood .....	90	.....	71	71	73	115	.....
59 Oakville .....	89	.....	69	69	91	90	.....
60 Omemee .....	40	.....	40	40	35	35	.....
61 Orangeville .....	133	5	88	88	125	121	5
62 Oshawa .....	104	1	64	64	108	75	3
63 Paris .....	88	3	76	76	37	115	5
64 Parkhill .....	97	.....	106	106	106	106	10
65 Pembroke .....	98	3	128	128	102	161	.....
66 Penetanguishene .....	49	.....	58	58	66	81	.....
67 Petrolea .....	100	1	98	98	88	148	2
68 Plantagenet .....	14	1	54	54	65	65	.....
69 Port Dover .....	56	.....	40	40	38	61	.....
70 Port Elgin .....	41	.....	68	68	55	86	.....
71 Port Hope .....	151	1	121	121	73	198	3
72 Port Perry .....	105	1	92	92	39	112	4
73 Port Rowan .....	37	.....	20	20	28	41	.....
74 Prescott .....	112	.....	57	57	39	80	5
75 Richmond Hill .....	80	.....	58	58	58	58	.....
76 Rockland .....	40	.....	34	34	24	44	.....
77 Sault Ste. Marie .....	229	.....	236	236	186	236	5
78 Simcoe .....	165	3	150	150	160	170	6
79 Smith's Falls .....	226	.....	181	181	178	260	7
80 Smithville .....	57	.....	44	44	46	70	.....
81 Stirling .....	123	.....	83	83	85	133	3
82 Streetsville .....	60	.....	56	56	66	66	.....
83 Sudbury .....	83	.....	73	73	117	117	.....
84 Sydenham .....	125	.....	90	90	102	125	5
85 Thorold .....	61	2	25	25	48	72	.....
86 Tillsonburg .....	74	.....	80	80	54	132	4
87 Toronto, Commerce and Finance .....	.....	.....	.....	.....	206	206	.....
88 Toronto, Malvern .....	131	3	111	111	56	140	.....
89 Toronto, Oakwood .....	277	26	196	196	159	271	2
90 Toronto, Riverdale .....	321	20	216	216	334	336	8
91 Toronto, Technical .....	.....	.....	.....	.....	265	265	.....
92 Trenton .....	116	.....	44	44	82	130	.....
93 Uxbridge .....	115	.....	90	90	46	123	.....
94 Vienna .....	7	.....	27	27	25	33	1
95 Walkerton .....	86	4	62	62	47	99	7
96 Wardsville .....	43	.....	29	29	24	54	.....
97 Waterdown .....	47	.....	46	46	32	56	.....
98 Waterford .....	68	.....	43	43	75	75	.....
99 Watford .....	113	.....	64	64	102	139	12
100 Welland .....	167	3	111	111	109	147	4
101 Weston .....	103	7	80	80	60	111	2
102 Whitby .....	74	2	82	82	71	123	3
103 Wiarton .....	71	.....	56	56	36	71	.....
104 Williamstown .....	101	.....	105	105	90	126	.....
105 Wingham .....	176	5	158	158	137	193	22
1 Totals, High Schools .....	10,875	177	8,306	8,379	8,968	12,667	291
2 Totals, Collegiate Institutes .....	12,568	489	7,934	7,875	7,993	12,237	418
3 Grand Totals, 1911 .....	23,443	666	16,240	16,254	16,961	24,904	709
4 Grand Totals, 1910 .....	23,523	769	17,165	17,274	16,765	25,426	652
5 Increases .....	.....	.....	.....	.....	196	.....	57
6 Decreases .....	80	103	925	1,020	.....	522	.....
7 Percentages .....	72.74	2.06	50.39	50.43	52.62	77.27	2.20

AND HIGH SCHOOLS—Continued  
AND IN THE VARIOUS SUBJECTS, ETC.—Concluded

Various Subjects—Concluded						Special Courses					
	Writing	Bookkeeping	Stenography	Typewriting	Art	Physical Culture	Commerce	Agriculture	Manual Training	Household Science	Art (Middle School)
57	39	39	8	8	78	.....	.....	.....	.....	.....	.....
58	42	42	.....	.....	71	115	.....	.....	.....	.....	.....
59	47	47	6	6	71	101	.....	.....	.....	.....	.....
60	19	19	.....	.....	35	.....	.....	.....	.....	.....	.....
61	76	72	.....	.....	93	192	.....	.....	.....	.....	.....
62	134	139	81	82	70	203	81	.....	.....	.....	.....
63	60	60	19	19	70	122	.....	.....	.....	.....	.....
64	63	96	25	25	96	136	.....	.....	.....	.....	.....
65	94	94	.....	.....	124	163	.....	.....	.....	.....	.....
66	58	50	12	13	58	81	.....	.....	.....	.....	.....
67	99	99	.....	.....	107	140	.....	.....	.....	.....	.....
68	36	54	.....	.....	54	65	.....	.....	.....	.....	.....
69	22	22	.....	.....	40	46	.....	.....	.....	.....	.....
70	58	58	30	30	56	67	3	.....	.....	.....	.....
71	171	171	48	58	182	220	48	.....	.....	.....	41
72	64	86	.....	.....	86	115	.....	.....	.....	.....	.....
73	20	20	.....	.....	21	41	.....	.....	.....	.....	.....
74	71	64	31	21	69	144	.....	.....	.....	.....	.....
75	67	67	.....	12	60	91	.....	.....	.....	.....	.....
76	27	27	.....	.....	40	44	.....	.....	.....	.....	.....
77	257	217	45	45	217	264	.....	.....	127	137	.....
78	157	157	18	24	157	200	.....	9	.....	.....	.....
79	75	75	.....	.....	177	.....	.....	.....	.....	.....	.....
80	28	34	3	.....	48	75	.....	.....	.....	.....	21
81	71	79	.....	.....	79	66	.....	.....	.....	.....	.....
82	58	64	20	24	60	.....	.....	.....	.....	.....	.....
83	81	84	.....	.....	70	124	.....	.....	.....	.....	.....
84	64	64	.....	.....	82	82	.....	.....	.....	.....	.....
85	42	32	37	38	36	56	.....	.....	21	46	.....
86	61	61	5	5	90	134	.....	.....	.....	.....	.....
87	319	319	319	113	56	.....	319	.....	.....	.....	.....
88	82	82	.....	.....	110	111	.....	.....	.....	.....	.....
89	109	72	.....	.....	138	240	.....	.....	.....	.....	.....
90	156	160	.....	.....	207	244	.....	.....	.....	.....	.....
91	219	219	219	90	408	.....	219	.....	125	493	76
92	100	58	.....	.....	69	135	.....	.....	.....	.....	.....
93	80	55	.....	.....	80	122	.....	.....	.....	.....	.....
94	16	16	.....	.....	16	33	.....	.....	.....	.....	.....
95	83	62	10	10	83	89	10	.....	.....	.....	.....
96	23	39	.....	.....	.....	54	.....	.....	.....	.....	.....
97	33	33	.....	.....	46	.....	.....	.....	.....	.....	.....
98	43	43	.....	.....	43	75	.....	.....	.....	.....	.....
99	50	50	.....	6	82	147	.....	.....	.....	.....	.....
100	132	132	.....	.....	176	.....	.....	.....	.....	.....	.....
101	51	51	.....	.....	78	125	.....	.....	.....	.....	.....
102	79	79	79	10	79	125	.....	10	.....	.....	.....
103	43	40	.....	.....	56	49	.....	.....	.....	.....	.....
104	55	106	.....	.....	106	125	.....	.....	.....	.....	22
105	137	137	.....	.....	139	156	.....	.....	.....	.....	.....
1	8,198	7,628	1,423	1,107	8,874	10,932	833	59	273	716	164
2	8,659	7,053	2,316	1,918	8,032	16,642	1,752	55	1,607	1,848	189
3	16,857	14,681	3,739	3,025	16,906	27,574	2,585	114	1,880	2,564	353
4	17,015	14,775	3,730	3,064	17,836	25,749	2,385	50	1,670	2,161	664
5	.....	.....	9	.....	.....	1,825	200	64	210	403	.....
6	158	94	.....	39	930	.....	.....	.....	.....	.....	311
7	52.30	45.55	11.60	9.38	52.45	85.56	8.02	.35	5.83	7.95	1.09

## COLLEGIATE INSTITUTES

## III. TABLE M—

Collegiate Institutes	Brick or Stone School House	Number of Acres in Playground	Schools under Board of Education	Value of		
				Library	Scientific Apparatus	Biological Specimens
				\$	\$	\$
1 Barrie .....	B	3 $\frac{3}{4}$	1	627	823	.....
2 Berlin .....	B	6 $\frac{1}{10}$	1	1,131	1,309	5
3 Brantford .....	B	3	.....	867	930	23
4 Brockville .....	B	3	.....	937	1,330	31
5 Chatham .....	B	1 $\frac{1}{2}$	1	955	1,857	110
6 Clinton .....	B	3 $\frac{1}{4}$	.....	798	1,044	76
7 Cobourg .....	B	1	.....	1,348	1,363	50
8 Collingwood .....	B	1 $\frac{1}{4}$	1	732	714	29
9 Fort William .....	B	2 $\frac{1}{2}$	1	1,104	689	64
10 Galt .....	B	8 $\frac{1}{2}$	.....	1,278	1,604	170
11 Goderich .....	B	.....	.....	923	618	42
12 Guelph .....	B	4 $\frac{1}{2}$	1	1,034	1,744	156
13 Hamilton .....	B & S	7 $\frac{1}{2}$	1	1,265	1,997	100
14 Ingersoll .....	B	2	1	793	980	71
15 Kingston .....	B	2	1	999	1,001	80
16 Lindsay .....	B	2	1	1,705	1,448	33
17 London .....	B	3	1	1,025	3,003	126
18 Morrisburg .....	B	15 $\frac{1}{2}$	1	698	1,228	32
19 Napanee .....	B	3 $\frac{3}{4}$	1	980	804	.....
20 Niagara Falls .....	B	5 $\frac{1}{4}$	.....	934	994	86
21 Orillia .....	B	2	.....	751	962	11
22 Ottawa .....	B	.....	.....	2,457	3,629	470
23 Owen Sound .....	B	3	1	1,514	1,986	37
24 Perth .....	B	2	1	978	850	13
25 Peterborough .....	B	1 $\frac{1}{2}$	1	884	710	149
26 Picton .....	B	2 $\frac{1}{4}$	.....	810	1,101	63
27 Port Arthur .....	B	3	1	684	1,205	193
28 Renfrew .....	B	3	1	673	798	.....
29 Ridgetown .....	B	1 $\frac{1}{4}$	.....	778	1,285	74
30 St. Catharines .....	B	1 $\frac{1}{2}$	.....	817	1,000	145
31 St. Mary's .....	B	2	.....	829	932	43
32 St. Thomas .....	B	2 $\frac{1}{2}$	1	1,195	1,744	92
33 Sarnia .....	B	2 $\frac{1}{4}$	1	894	1,230	111
34 Seaforth .....	B	2 $\frac{3}{4}$	.....	913	976	54
35 Stratford .....	B	10	.....	1,246	1,129	500
36 Strathroy .....	B	1 $\frac{1}{4}$	.....	1,071	966	56
37 Toronto, Harbord .....	B & S	3 $\frac{3}{4}$	1	1,935	5,171	.....
38 Toronto, Parkdale .....	B	1 $\frac{1}{2}$	1	1,908	2,860	210
39 Toronto, Jarvis .....	B	1 $\frac{1}{4}$	1	1,951	3,450	450
40 Toronto, Humber-side .....	B	6	1	1,510	1,514	98
41 Vankleek Hill .....	B	2 $\frac{1}{2}$	.....	680	915	67
42 Windsor .....	B	2 $\frac{1}{4}$	1	1,307	1,181	49
43 Woodstock .....	B	1	1	1,265	1,631	94
Totals .....			26	47,183	62,705	4,263



## AND HIGH SCHOOLS—Continued

## MISCELLANEOUS INFORMATION

## General Equipment

	Charts, Maps and Globes	Art Models	Typewriters	Gymnasium (not in- cluding equipment)	Equipment of Gymnasium	Museum	Aquarium	Pictures	Total value of General Equipment
	\$	\$	\$	\$	\$	\$	\$	\$	\$
1	113	51	270	.....	15	.....	.....	.....	1,899
2	159	64	1,283	1,000	606	125	.....	.....	5,682
3	310	87	902	1,000	366	10	35	.....	4,530
4	150	99	339	2,500	260	.....	.....	88	5,734
5	263	51	1,200	2,500	285	123	.....	100	7,444
6	135	54	150	750	57	22	.....	20	3,106
7	163	69	700	3,000	282	5,024	.....	100	12,099
8	85	55	405	1,200	234	.....	.....	.....	3,454
9	134	131	720	.....	101	.....	.....	75	3,018
10	171	63	667	1,200	174	.....	.....	590	5,917
11	72	39	400	2,500	242	.....	.....	60	4,896
12	267	52	300	2,800	547	100	75	350	7,425
13	241	50	.....	8,000	968	120	10	101	12,852
14	94	65	180	800	176	.....	.....	122	3,281
15	118	52	600	4,500	290	35	.....	.....	7,675
16	87	71	435	4,000	495	.....	.....	25	8,299
17	391	78	860	1,600	540	.....	.....	500	8,123
18	132	53	363	980	194	150	5	125	3,960
19	96	66	245	850	248	15	.....	35	3,339
20	114	81	550	1,000	24	.....	.....	.....	3,783
21	113	63	410	1,800	288	.....	.....	50	4,448
22	503	219	1,426	7,000	1,213	.....	300	241	17,458
23	134	56	325	3,000	56	100	.....	50	7,258
24	138	51	150	560	267	.....	.....	75	3,082
25	50	54	648	.....	3,630	239	75	126	6,565
26	100	56	450	5,000	248	.....	25	50	7,903
27	239	104	800	15,000	286	.....	.....	.....	18,511
28	92	62	200	5,000	26	.....	.....	.....	6,851
29	117	57	250	900	86	.....	.....	.....	3,547
30	144	79	585	8,000	151	.....	6	.....	10,927
31	120	53	140	700	84	.....	.....	.....	2,901
32	98	81	975	1,518	374	92	.....	425	6,594
33	89	63	360	1,380	302	50	.....	100	4,579
34	118	52	250	600	156	.....	.....	27	3,146
35	187	66	450	2,000	156	500	.....	100	6,334
36	97	50	150	.....	113	.....	.....	50	2,553
37	184	56	.....	10,000	1,000	1,029	.....	125	19,500
38	165	113	25	10,000	270	.....	.....	250	15,801
39	193	83	115	7,000	250	550	125	.....	14,167
40	148	80	90	7,000	519	.....	11	116	11,086
41	61	61	210	3,200	40	.....	.....	60	5,297
42	135	59	967	3,000	225	.....	.....	100	7,023
43	79	66	965	1,700	205	170	.....	47	6,222
	6,602	3,015	20,510	134,538	16,049	8,454	667	4,283	308,269

## COLLEGIATE INSTITUTES

III. TABLE M—

Collegiate Institutes	Value of Manual Training Department Equipment				Value of Household Science Department Equipment		
	Woodwork	Woodturning	Forging	Machine Shop Practice	Cookery, Sanitation and Hygiene	Handwork and Machine Sewing	Laundry Work
	\$	\$	\$	\$	\$	\$	\$
1 Barrie.....							
2 Berlin.....	812	210	400	1,334	1,237	9	
3 Brantford.....	809	494	888	511	572		
4 Brockville.....							
5 Chatham.....							
6 Clinton.....							
7 Cobourg.....							
8 Collingwood.....	544						
9 Fort William.....							
10 Galt.....	659				876	10	22
11 Goderich.....							
12 Guelph.....							
13 Hamilton.....							
14 Ingersoll.....	500				300		
15 Kingston.....	625	311					
16 Lindsay.....							
17 London.....	700				500		
18 Morrisburg.....							
19 Napanee.....							
20 Niagara Falls.....							
21 Orillia.....							
22 Ottawa.....							
23 Owen Sound.....	505	350			637	10	
24 Perth.....							
25 Peterborough.....							
26 Picton.....							
27 Port Arthur.....							
28 Renfrew.....							
29 Ridgetown.....							
30 St. Catharines.....							
31 St. Mary's.....							
32 St. Thomas.....							
33 Sarnia.....							
34 Seaforth.....							
35 Stratford.....	600	300	200	400	300		
36 Strathroy.....							
37 Toronto, Harbord.....							
38 Toronto, Parkdale.....							
39 Toronto, Jarvis.....							
40 Toronto, Humber-side.....							
41 Vankleek Hill.....							
42 Windsor.....							
43 Woodstock.....	750	200	650	2,000	300		3
Totals.....	6,504	1,865	2,138	4,245	4,722	29	25

AND HIGH SCHOOLS—Continued

MISCELLANEOUS INFORMATION—Continued

	Value of Agricultural Department Equipment	Value of Art Equipment (Middle School)	Total value of Special Equipment as per preced- ing nine columns	Religious and other Exercises					Destination of Pupils						
				Schools using authorized Scripture Readings	Schools opened with Prayer	Schools closed with Prayer	Schools using the Bible	Commencement Exercises	Commerce	Agriculture	Law, Medicine or the Church	Teaching	The Trades	Other occupations	Without occupation
	\$	\$	\$												
1	.....	.....	.....	.....	1	.....	1	.....	11	8	2	18	8	4	26
2	.....	.....	4,002	1	1	.....	1	1	33	3	11	4	4	10	14
3	.....	112	3,386	.....	1	.....	1	.....	38	12	5	16	6	32	19
4	.....	.....	.....	.....	1	.....	.....	1	21	12	7	8	25	10	9
5	.....	.....	.....	1	1	.....	1	1	26	7	11	12	15	30	.....
6	.....	.....	.....	1	1	.....	1	1	12	9	.....	13	2	12	.....
7	.....	.....	.....	1	1	.....	1	.....	4	.....	.....	6	1	34	16
8	139	.....	683	.....	1	.....	.....	.....	10	7	.....	8	3	16	11
9	.....	.....	.....	.....	1	.....	.....	1	8	2	2	.....	3	8	22
10	420	.....	1,987	1	1	.....	.....	1	43	8	5	15	17	14	8
11	.....	.....	.....	1	1	.....	.....	.....	15	6	2	18	2	7	12
12	.....	.....	.....	.....	1	.....	.....	1	23	9	4	23	9	30	20
13	.....	.....	.....	1	1	.....	1	1	70	15	30	55	10	15	78
14	.....	.....	800	1	1	.....	.....	1	16	.....	2	4	.....	29	.....
15	.....	.....	936	1	1	.....	1	.....	29	11	6	10	3	98	18
16	.....	.....	.....	.....	1	.....	.....	1	23	8	3	38	3	8	38
17	.....	1,200	.....	1	1	1	.....	.....	108	8	12	36	5	88	34
18	.....	.....	.....	1	1	.....	.....	1	8	4	2	11	6	9	5
19	.....	.....	.....	.....	1	1	1	1	7	15	.....	15	4	15	5
20	.....	.....	.....	.....	1	.....	1	1	13	7	3	7	18	19	18
21	.....	.....	.....	.....	1	.....	1	.....	21	8	3	28	3	18	9
22	.....	75	75	1	1	1	.....	1	108	13	28	29	24	51	83
23	.....	.....	1,502	.....	1	.....	.....	1	22	15	14	40	21	13	10
24	100	.....	100	1	1	.....	.....	1	3	2	.....	17	.....	2	30
25	.....	.....	.....	.....	1	.....	.....	1	31	7	15	20	27	31	33
26	268	.....	268	.....	1	.....	.....	1	5	20	.....	25	4	16	10
27	.....	.....	.....	1	1	.....	.....	1	27	1	3	1	2	5	9
28	.....	.....	.....	.....	1	1	1	1	16	10	8	32	4	1	2
29	.....	.....	.....	.....	1	.....	1	1	15	16	.....	11	6	6	1
30	.....	.....	.....	.....	1	.....	1	.....	37	5	.....	8	2	48	25
31	.....	.....	.....	.....	1	.....	.....	1	12	13	5	3	7	6	.....
32	.....	.....	.....	.....	1	.....	.....	1	49	5	13	31	19	7	.....
33	.....	.....	.....	.....	1	.....	.....	1	46	2	2	4	.....	10	25
34	.....	.....	.....	1	1	.....	.....	.....	17	1	.....	9	.....	21	3
35	.....	1,800	.....	.....	1	.....	.....	1	30	5	10	20	15	30	.....
36	.....	.....	.....	1	1	.....	.....	.....	15	8	4	13	4	10	6
37	.....	.....	.....	1	1	.....	1	1	50	.....	5	20	.....	76	.....
38	.....	.....	.....	.....	1	.....	1	1	54	3	10	15	10	80	26
39	.....	.....	.....	1	1	.....	1	.....	65	5	14	21	7	20	70
40	.....	.....	.....	1	1	.....	1	1	44	2	1	16	.....	16	29
41	.....	.....	.....	.....	1	.....	.....	1	1	2	1	18	1	2	9
42	.....	.....	.....	.....	1	.....	.....	1	43	6	8	11	8	26	29
43	.....	.....	3,903	.....	1	.....	.....	1	21	11	1	28	1	.....	74
927	187	20,642	19	43	4	18	31	1,250	311	252	737	309	983	836	



**COLLEGIATE INSTITUTES AND  
III. TABLE M—MISCELLANEOUS**

High Schools	Brick or Stone School House	Number of Acres in Playground	Schools under Board of Education.	Value of General			
				Library	Scientific Apparatus	Biological Specimens	Charts, Maps and Globes
1 Alexandria .....	B	1 $\frac{3}{4}$	1	\$471	\$483	\$ ....	\$75
2 Almonte .....	S	1 $\frac{1}{4}$	1	957	553	8	61
3 Arnprior .....	B	1	1	459	410	15	74
4 Arthur .....	B	7	.....	506	721	.....	69
5 Athens .....	S	2	.....	562	723	.....	64
6 Aurora .....	B	4 $\frac{1}{2}$	.....	473	563	12	64
7 Aylmer .....	B	4 $\frac{1}{4}$	.....	988	983	179	136
8 Beamsville .....	B	1	1	419	457	.....	74
9 Belleville .....	B	....	1	558	775	26	150
10 Bowmanville .....	B	3	.....	560	604	21	54
11 Bradford .....	B	6	.....	349	398	.....	66
12 Brampton .....	B	5	.....	497	661	12	65
13 Brighton .....	B	1 $\frac{1}{2}$	1	368	422	63	51
14 Caledonia .....	B	1 $\frac{1}{2}$	1	549	650	2	52
15 Campbellford .....	B	1 $\frac{3}{4}$	1	608	796	35	69
16 Carleton Place .....	S	1	1	842	392	20	67
17 Cayuga .....	B	1 $\frac{1}{2}$	1	324	401	.....	51
18 Chesley .....	B	3	.....	387	488	6	60
19 Colborne .....	B	3 $\frac{1}{4}$	1	317	551	.....	53
20 Cornwall .....	B	2 $\frac{1}{4}$	.....	721	811	40	150
21 Deseronto .....	B	3	.....	474	582	.....	87
22 Dundas .....	S & B	.....	1	668	852	21	73
23 Dunnville .....	B	4 $\frac{1}{4}$	1	451	727	74	70
24 Dutton .....	B	1	.....	343	588	11	52
25 Elora .....	S	1 $\frac{1}{2}$	1	277	414	1,000	50
26 Essex .....	B	3 $\frac{1}{4}$	.....	369	548	.....	61
27 Fergus .....	S	1	1	582	485	.....	66
28 Forest .....	B	2	.....	424	428	.....	95
29 Gananoque .....	B	1	1	734	634	.....	79
30 Georgetown .....	B	4 $\frac{1}{2}$	.....	397	599	75	70
31 Glencoe .....	B	2	.....	488	498	35	56
32 Gravenhurst .....	B	7	.....	317	352	7	56
33 Grimsby .....	B	2 $\frac{3}{4}$	1	268	402	13	58
34 Hagersville .....	B	1 $\frac{1}{2}$	.....	337	649	51	59
35 Haileybury .....	B	5	.....	376	416	16	55
36 Harriston .....	B	3	1	238	350	22	51
37 Hawkesbury .....	B	1 $\frac{1}{2}$	1	424	316	.....	52
38 Iroquois .....	B	1	.....	795	1,256	.....	134
39 Kemptville .....	B	2	1	366	685	25	68
40 Kenora .....	B	2	1	334	614	27	77
41 Kincardine .....	B	4	1	646	777	.....	82
42 Leamington .....	B	2	.....	396	553	.....	120
43 Listowel .....	B	2	.....	413	628	13	55
44 Lucan .....	B	3	.....	398	587	37	50
45 Madoc .....	B	1	.....	320	669	19	85
46 Markham .....	B	2 $\frac{1}{2}$	.....	309	900	.....	64
47 Meaford .....	B	4 $\frac{1}{2}$	.....	678	904	82	101
48 Midland .....	B	6 $\frac{1}{2}$	.....	487	833	.....	58
49 Mitchell .....	B	3 $\frac{1}{4}$	.....	335	631	.....	59
50 Mount Forest .....	B	2 $\frac{3}{4}$	1	477	473	.....	54
51 Newburgh .....	S	1 $\frac{1}{2}$	1	562	536	.....	75
52 Newcastle .....	B	1	1	396	324	.....	59
53 Newmarket .....	B	1 $\frac{3}{4}$	.....	356	626	17	89
54 Niagara .....	B	3	.....	232	235	.....	72
55 Niagara Falls South .....	B	2	.....	310	383	37	67
56 North Bay .....	B	1 $\frac{1}{4}$	.....	345	631	.....	164
57 North Toronto .....	B	.....	.....	307	322	.....	58
58 Norwood .....	B	7	1	381	494	63	81

HIGH SCHOOLS—Continued  
INFORMATION—Continued

Equipment								Value of Manual Training Department Equipment			
Art Models	Typewriters	Gymnasium (not including equipment)	Equipment of Gymnasium	Museum	Aquarium, Herbarium, etc.	Pictures	Total value of General Equipment	Woodwork	Woodturning	Forging	Machine Shop Practice
1 \$ 50	\$ . . . .	\$ . . . .	\$ . . . .	\$ . . . .	\$ . . . .	\$ . . . .	\$1,079	\$ . . . .			
2 51	135						1,765				
3 59							1,017				
4 49	95		101			39	1,580				
5 80			13			100	1,542				
6 53						200	1,365				
7 103	140	680	85	120		200	3,614				
8 36							966				
9 52							1,561				
10 53						360	1,652				
11 56			34			5	908				
12 51	65				10	50	1,411				
13 54							958				
14 69				50	2	35	1,409				
15 51			22			50	1,631				
16 51						2	1,374				
17 57						45	878				
18 70			9	18	4	29	1,071				
19 50							971				
20 84	750				13	100	2,669				
21 51			150	25			1,369				
22 70	230		48	19	3	34	2,018				
23 56	160		1	50	7	50	1,646				
24 41						9	1,044				
25 50	25			1,500		25	3,521				
26 50			53	50		100	1,231	500			
27 62						15	1,210				
28 50	50		15	32			1,094				
29 60	366					375	2,248				
30 69	65		20	65	3	42	1,405				
31 50			36				1,163				
32 50	120		10			17	929				
33 50						75	866				
34 30							1,126				
35 54						107	1,024				
36 57	90		3				811				
37 60			5			32	889				
38 52	150		19				2,406				
39 62	141		18				1,365				
40 50							1,102				
41 51	53	800	52		9		2,470				
42 52	300		62				1,483				
43 76		200	42			30	1,457				
44 50			8			10	1,140				
45 41			31				1,165				
46 49							1,322				
47 58	590	1,344	283			235	4,275				
48 57					3	150	1,588				
49 52		555	196			20	1,848				
50 50			10				1,064				
51 51						50	1,274				
52 48				25			852				
53 55	260		97				1,500				
54 23	100	1,425	222				2,309				
55 63	196		30			25	1,111				
56 55						90	1,285				
57 58							745				
58 56							1,075				

COLLEGIATE INSTITUTES AND  
III TABLE M—MISCELLANEOUS

High Schools	Value of Household Science Department Equipment			Value of Agricultural Department Equip- ment	Value of Art Equip- ment (Middle School)	Total value of Special Equipment as per preceding nine columns
	Cookery, Sanita- tion and Hygiene	Handwork and Machine Sew- ing	Laundry Work			
1 Alexandria .....	\$ .....	\$ .....	\$ .....	\$ .....	\$ .....	\$ .....
2 Almonte .....	.....	.....	.....	.....	.....	.....
3 Arnprior .....	.....	.....	.....	.....	.....	.....
4 Arthur .....	.....	.....	.....	.....	.....	.....
5 Athens .....	.....	.....	.....	.....	.....	.....
6 Aurora .....	.....	.....	.....	.....	.....	.....
7 Aylmer .....	.....	.....	.....	.....	.....	.....
8 Beamsville .....	.....	.....	.....	.....	.....	.....
9 Belleville .....	.....	.....	.....	.....	.....	.....
10 Bowmanville .....	.....	.....	.....	.....	.....	.....
11 Bradford .....	.....	.....	.....	.....	.....	.....
12 Brampton .....	.....	.....	.....	.....	.....	.....
13 Brighton .....	.....	.....	.....	.....	.....	.....
14 Caledonia .....	.....	.....	.....	.....	.....	.....
15 Campbellford .....	.....	.....	.....	.....	.....	.....
16 Carleton Place .....	.....	.....	.....	.....	.....	.....
17 Cayuga .....	.....	.....	.....	.....	.....	.....
18 Chesley .....	.....	.....	.....	.....	.....	.....
19 Colborne .....	.....	.....	.....	.....	.....	.....
20 Cornwall .....	.....	.....	.....	.....	.....	.....
21 Deseronto .....	.....	.....	.....	.....	.....	.....
22 Dundas .....	.....	.....	.....	.....	.....	.....
23 Dunnville .....	.....	.....	.....	.....	.....	.....
24 Dutton .....	.....	.....	.....	190	.....	190
25 Elora .....	.....	.....	.....	246	.....	746
26 Essex .....	.....	.....	.....	.....	.....	.....
27 Fergus .....	.....	.....	.....	.....	.....	.....
28 Forest .....	.....	.....	.....	.....	.....	.....
29 Gananoque .....	.....	.....	.....	.....	.....	.....
30 Georgetown .....	.....	.....	.....	.....	.....	.....
31 Glencoe .....	.....	.....	.....	.....	.....	.....
32 Gravenhurst .....	.....	.....	.....	.....	.....	.....
33 Grimsby .....	.....	.....	.....	.....	.....	.....
34 Hagersville .....	.....	.....	.....	.....	.....	.....
35 Haileybury .....	.....	.....	.....	.....	.....	.....
36 Harriston .....	.....	.....	.....	.....	.....	.....
37 Hawkesbury .....	.....	.....	.....	.....	.....	.....
38 Iroquois .....	.....	.....	.....	.....	.....	.....
39 Kemptville .....	.....	.....	.....	.....	.....	.....
40 Kenora .....	.....	.....	.....	.....	.....	.....
41 Kincardine .....	.....	.....	.....	.....	.....	.....
42 Leamington .....	.....	.....	.....	.....	.....	.....
43 Listowel .....	.....	.....	.....	.....	.....	.....
44 Lucan .....	.....	.....	.....	.....	.....	.....
45 Madoc .....	.....	.....	.....	.....	.....	.....
46 Markham .....	.....	.....	.....	.....	.....	.....
47 Meaford .....	.....	.....	.....	.....	.....	.....
48 Midland .....	.....	.....	.....	.....	.....	.....
49 Mitchell .....	.....	.....	.....	.....	.....	.....
50 Mount Forest .....	.....	.....	.....	.....	.....	.....
51 Newburgh .....	.....	.....	.....	.....	.....	.....
52 Newcastle .....	.....	.....	.....	.....	.....	.....
53 Newmarket .....	.....	.....	.....	.....	.....	.....
54 Niagara .....	.....	.....	.....	.....	.....	.....
55 Niagara Falls South .....	489	.....	.....	.....	.....	489
56 North Bay .....	.....	.....	.....	.....	.....	.....
57 North Toronto .....	.....	.....	.....	.....	.....	.....
58 Norwood .....	.....	.....	.....	400	.....	400



HIGH SCHOOLS—Continued  
INFORMATION—Continued

Religious and other Exercises					Destination of Pupils						
Schools using authorized Scrip- ture Readings	Schools opened with Prayer	Schools closed with Prayer	Schools using the Bible	Commencement Exercises	Commerce	Agriculture	Law, Medicine or the Church	Teaching	The Trades	Other occupations	Without occupation
1	1			1	1	7	2	13		11	10
2	1		1	1	10	3	1	10	3	9	11
3				1	5	3		10	5	25	7
4				1	4	1	1	5	2	4	5
5	1			1		3	1	20		9	5
6			1	1	5	7	1	7	2	7	3
7			1	1	3	11	2	5	4	6	2
8		1	1		6	6		2		8	
9					22	3	1	6	7	5	24
10			1		5	7	2	7	5	6	5
11					2	1		12		2	1
12	1			1	3	20		12	2	8	3
13				1	1	3		2		6	
14	1		1	1	2	5	1	7	1		22
15	1			1	1	8		8		30	
16				1	12	12	1	11	2	10	8
17				1	4	2		3	1		7
18			1	1	12	3		14	1	5	
19	1	1			3	1	2	6		1	
20	1				28	10	8	12	3	8	8
21					1	4		3	2	6	3
22		1		1	4	3		6		17	7
23		1		1	15	20	3	6	3	4	
24			1			12	1	15	4	10	8
25		1	1	1	5	5			3	10	
26	1			1	3	6	3	16	4	4	1
27					12	3	8	21	2	6	
28				1	13	4	1	7	2	1	6
29	1		1		8	3	8	7	3	6	9
30				1	4	4		6	2	6	15
31				1	2	4		4	5	5	1
32			1	1	4		2	4	4		7
33		1	1	1	4	14	1	11	4	6	3
34					5	6	3	7		17	
35				1	8			1		2	5
36					5	3		6	2	8	
37	1				9	4	1	2	1	11	
38				1	8	8	1	5		8	4
39			1		2	9	2	21		17	4
40					4	2		5	6	4	
41	1			1	2	10		10	1	3	4
42	1				16	6	3	8	1	15	
43				1	16	14	1	22	1	12	
44			1	1	8	6	3	7	1	1	4
45	1			1	6	3		8		7	
46	1		1	1	5	6	2	8	6	13	10
47					9	10	1	17	1	18	6
48				1	5	3	2	8	6	9	5
49	1		1	1	7	8		8	1	2	4
50	1			1	15	9	1	12	1	10	5
51	1			1	4			7	1	25	
52					2	7	1	1	2		2
53				1	17	14		8		10	8
54				1	6	2			3	2	3
55					9	10		1	2	4	3
56				1	6		2	2	4	10	7
57			1		10	2	2	3		8	7
58	1	1		1	1	4	2	11	1	6	4

# COLLEGIATE INSTITUTES AND

## III. TABLE M—MISCELLANEOUS

High Schools	Brick or Stone School House	Number of Acres in Playground	Schools under Board of Education	Value of General			
				Library	Scientific Apparatus	Biological Specimens	Charts, Maps and Globes
				\$	\$	\$	\$
59 Oakville.....	B	4	1	372	595	.....	70
60 Omemee.....	B	1 $\frac{1}{4}$	1	313	301	.....	53
61 Orangeville.....	B	3	.....	718	852	12	86
62 Oshawa.....	B	5	1	350	765	20	104
63 Paris.....	B	4	1	498	863	37	96
64 Parkhill.....	B	5	1	472	513	20	35
65 Pembroke.....	B	5 $\frac{3}{8}$	1	363	902	37	106
66 Penetanguishene.....	B	10	.....	361	703	116	61
67 Petrolia.....	B	1 $\frac{3}{4}$	.....	461	649	.....	51
68 Plantagenet.....	B	1 $\frac{1}{2}$	.....	193	267	7	21
69 Port Dover.....	B	1 $\frac{1}{2}$	1	516	532	4	102
70 Port Elgin.....	B	1 $\frac{1}{2}$	.....	368	484	7	111
71 Port Hope.....	B	1 $\frac{1}{2}$	.....	836	1,004	73	126
72 Port Perry.....	B	3	1	390	716	.....	58
73 Port Rowan.....	B	2 $\frac{1}{4}$	1	354	410	7	59
74 Prescott.....	B	1 $\frac{1}{8}$	1	337	542	34	102
75 Richmond Hill.....	B	1	1	344	423	69	51
76 Rockland.....	B	1 $\frac{1}{2}$	.....	339	308	18	52
77 Sault Ste. Marie.....	B	4 $\frac{3}{4}$	.....	606	831	15	60
78 Simcoe.....	B	5	1	552	844	87	134
79 Smith's Falls.....	B	1	1	457	1,392	72	88
80 Smithville.....	B	2	.....	321	465	.....	53
81 Stirling.....	B	2 $\frac{3}{4}$	1	322	404	.....	53
82 Streetsville.....	B	1 $\frac{1}{8}$	.....	388	369	19	60
83 Sudbury.....	B	5	.....	479	1,543	92	69
84 Sydenham.....	S	1 $\frac{1}{2}$	.....	457	509	19	73
85 Thorold.....	B	2 $\frac{1}{4}$	.....	313	545	.....	125
86 Tillsonburg.....	B	2 $\frac{1}{2}$	.....	355	571	.....	82
87 Toronto, Commerce & Finance.....	B	.....	1	582	394	.....	31
88 Toronto, Malvern.....	B	3	1	569	1,483	20	64
89 Toronto, Oakwood.....	B & S	5	1	1,208	3,079	432	225
90 Toronto, Riverdale.....	B	4 $\frac{1}{2}$	1	1,030	2,107	262	105
91 Toronto, Technical.....	B	1	1	1,760	8,090	.....	97
92 Trenton.....	B	1 $\frac{1}{2}$	1	671	599	48	109
93 Uxbridge.....	B	1 $\frac{3}{4}$	1	416	574	19	110
94 Vienna.....	B	6 $\frac{1}{2}$	1	487	316	.....	84
95 Walkerton.....	B	1 $\frac{1}{4}$	.....	407	579	18	50
96 Wardsville.....	B	1 $\frac{1}{2}$	1	301	306	.....	45
97 Waterdown.....	S	3 $\frac{1}{2}$	1	260	403	.....	58
98 Waterford.....	B	3	.....	501	611	43	94
99 Watford.....	B	2	1	370	635	.....	132
100 Welland.....	B	2	.....	339	702	42	67
101 Weston.....	B	1 $\frac{1}{2}$	.....	342	389	.....	92
102 Whitby.....	B	1	1	716	688	22	100
103 Warton.....	S	2	.....	429	452	.....	58
104 Williamstown.....	B	3	.....	279	451	.....	73
105 Wingham.....	B	3	.....	468	683	32	175
1 Totals, High Schools.....	.....	.....	52	49,895	74,566	3,787	8,177
2 Totals, Collegiate Institutes.....	.....	.....	26	47,183	62,705	4,263	6,602
3 Grand Totals, 1911.....	.....	.....	78	97,078	137,271	8,050	14,779
4 Grand Totals, 1910.....	.....	.....	74	91,601	129,696	†	14,059
5 Increases.....	.....	.....	4	5,477	7,575	.....	720
6 Decreases.....	.....	.....	.....	.....	.....	.....	.....
7 Percentages.....	.....	.....	52.7	19.91	28.15	1.65	3.03

† No record.

# HIGH SCHOOLS—Continued INFORMATION—Continued

Equipment								Value of Manual Training Department Equipment				
Art Models	Typewriters	Gymnasium (not including equipment)	Equipment of Gymnasium	Museum	Aquarium, Herbarium, etc	Pictures	Total value of General Equipment	Woodwork	Woodturning	Forging	Machine Shop Practice	
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	
59	59	150					1,246					
60	72				7		746					
61	60	2,500	500			27	4,755					
62	55	520	73		75	22	1,984					
63	50	212		100		30	1,886					
64	53	350					1,443					
65	73					90	1,571					
66	56	180	12	25	6	68	1,588					
67	48						1,209					
68	21						509					
69	50	100	8			10	1,322					
70	54	180	55				1,259					
71	53	445	39				2,576					
72	56		30	10			1,260					
73	46	200	50			15	1,141					
74	50	303	50				1,418					
75	67	65				16	1,035					
76	53		10				780					
77	60	310	12	15		65	1,974	325	270	212	224	
78	50	100	30			20	1,817					
79	85	300	58	8			10,148					
80	50						889					
81	56				8		843					
82	51	195				4	1,086					
83	64	2,500	81		20		4,848					
84	61		2				1,121					
85	50	180	4				1,217					
86	76	75	35			60	1,254					
87	29						1,036					
88	53		11			50	2,250					
89	106	130	9			50	5,239					
90	99		45		6	15	3,669					
91	1,246			30			11,223	*858				
92	68	80					1,575					
93	51						1,170					
94	57		8			8	960					
95	68	180	7				1,309					
96	51						703					
97	50						771					
98	53						1,302					
99	50		20	34			1,241					
100	68					2	1,220					
101	52				3		878					
102	51	75	850	73			2,575					
103	56						995					
104	50						853					
105	58			15	35		1,466					
1	7,093	8,391	18,742	2,897	2,198	207	3,258	179,211	1,683	270	212	2,241
2	3,015	20,510	134,538	16,049	8,454	667	4,283	308,269	6,504	1,865	2,138	4,245
3	10,108	28,901	153,280	18,946	10,652	874	7,541	487,480	8,187	2,135	2,350	6,486
4	9,412	27,218	126,512	13,349	†	†	†	†	†	†	†	†
5	696	1,683	26,768	5,597								
6	.....											
7	2.07	5.92	31.44	3.88	2.18	.17	1.54					

\*Manual Training Department Equipment.

† No Record.



**COLLEGIATE INSTITUTES**  
**III TABLE M—MISCELLANEOUS**

High Schools	Value of Household Science Department Equipment			Value of Agricultural Department Equipment	Value of Art Equipment (Middle School)	Total value of Special Equipment as per preceding nine columns
	Cookery, Sanitation and Hygiene	Handwork and Machine Sewing	Laundry Work			
	\$	\$	\$	\$	\$	\$
59 Oakville.....						
60 Omemee .....						
61 Orangeville .....				193		193
62 Oshawa .....						
63 Paris .....						
64 Parkhill.....						
65 Pembroke .....						
66 Penetanguishene .....						
67 Petrolea.....				621		621
68 Plantagenet .....						
69 Port Dover .....						
70 Port Elgin.....						
71 Port Hope .....				508		508
72 Port Perry .....						
73 Port Rowan .....						
74 Prescott.....						
75 Richmond Hill .....						
76 Rockland .....						
77 Sault Ste. Marie.....	884	40				3,972
78 Simcoe .....				200		200
79 Smith's Falls.....						
80 Smithville .....						
81 Stirling .....				300		300
82 Streetsville.....						
83 Sudbury.....						
84 Sydenham .....						
85 Thorold .....						
86 Tillsonburg .....						
87 Toronto, Commerce and Finance.....						
88 Toronto, Malvern.....						
89 Toronto, Oakwood .....						
90 Toronto, Riverdale.....						
91 Toronto, Technical.....	*978				1,246	3,082
92 Trenton .....						
93 Uxbridge .....						
94 Vienna .....						
95 Walkerton.....						
96 Wardsville .....						
97 Watford .....						
98 Waterford .....						
99 Watford .....						
100 Welland .....						
101 Weston .....						
102 Whitby .....				175		15
103 Wiarton .....						
104 Williamstown .....						
105 Wingham .....						
1 Totals, High Schools .....	2,351	40		2,833	1,246	10,876
2 Totals, Collegiate Institutes.....	4,722	29	25	927	187	20,642
3 Grand Totals, 1911.....	7,073	69	25	3,760	1,433	31,518
4 Grand Totals, 1910.....	†	†	†	†	†	†
5 Increases .....						
6 Decreases.....						
7 Percentages .....						

\* Household Science Department Equipment

†No record

# AND HIGH SCHOOLS—Concluded

## INFORMATION—Concluded

Religious and other Exercises						Destination of Pupils						
Schools using authorized Scripture Readings	Schools opened with Prayer	Schools closed with Prayer	Schools using the Bible	Commencement Exercises		Commerce	Agriculture	Law, Medicine or the Church	Teaching	The Trades	Other occupations	Without occupation
59	1	1	1	1	6	10	1	2	1	11	5	
60	....	1	....	....	3	2	....	2	....	5	....	....
61	....	1	....	1	10	13	1	11	3	11	1	....
62	....	1	....	1	27	1	3	5	6	4	10	....
63	1	1	1	1	6	6	....	7	3	8	1	....
64	....	1	....	1	8	1	....	5	....	41	....	....
65	....	1	....	1	13	....	4	7	7	12	4	....
66	....	1	....	....	10	5	....	1	4	6	7	....
67	1	1	....	1	5	4	1	5	2	21	9	....
68	....	1	....	....	7	6	....	7	....	....	1	....
69	1	1	....	1	4	4	1	2	4	4	....	....
70	....	1	....	....	3	11	1	3	....	9	....	....
71	....	1	....	1	8	9	2	12	2	3	6	....
72	....	1	....	1	7	8	2	2	1	5	11	....
73	1	1	1	....	....	5	2	2	1	7	2	....
74	....	1	....	1	8	2	....	6	6	10	7	....
75	1	1	....	1	1	2	1	1	....	3	4	....
76	....	....	....	....	3	....	....	2	2	2	2	....
77	....	1	....	1	23	....	3	13	15	14	5	....
78	1	1	1	1	13	10	....	15	2	8	6	....
79	....	1	....	....	14	5	....	9	6	20	6	....
80	....	1	1	1	1	....	....	2	1	11	....	....
81	....	1	1	1	10	7	....	12	....	6	2	....
82	1	1	....	....	2	4	....	6	....	....	....	....
83	....	1	....	1	5	....	2	3	2	....	....	....
84	....	1	....	1	2	7	3	18	....	3	4	....
85	....	1	....	....	9	....	....	....	1	23	6	....
86	....	1	....	1	12	10	....	13	11	4	2	....
87	....	1	....	1	20	....	....	....	....	5	....	....
88	....	1	....	1	8	9	....	1	2	....	16	....
89	1	1	....	1	29	2	3	10	7	60	21	....
90	....	1	1	1	37	....	13	5	1	29	10	....
91	....	1	....	1	155	....	....	....	....	120	328	....
92	....	1	....	1	6	....	2	13	3	5	2	....
93	1	1	1	1	9	3	....	7	....	3	6	....
94	....	1	1	1	....	....	....	4	....	....	....	....
95	1	....	....	....	3	....	....	13	2	11	9	....
96	....	1	....	....	2	1	....	4	1	2	4	....
97	....	1	....	....	1	....	1	1	....	10	....	....
98	....	1	....	1	....	6	....	1	2	7	....	....
99	....	1	....	1	9	17	....	18	....	2	8	....
100	....	1	....	1	17	9	....	3	2	12	7	....
101	....	1	1	1	4	7	....	3	2	3	1	....
102	1	1	....	1	2	2	2	5	5	14	10	....
103	....	1	....	1	1	1	1	....	2	1	12	....
104	....	1	....	....	6	7	....	9	....	3	7	....
105	....	1	....	1	7	5	....	16	1	10	13	....
1	29	99	14	37	62	925	545	128	752	235	1,011	821
2	19	43	4	18	31	1,250	311	252	737	309	983	836
3	48	142	18	55	93	2,175	856	380	1,489	544	1,994	1,657
4	48	142	19	50	82	2,388	1,057	447	1,264	†	†	†
5	....	....	....	5	11	....	....	....	225	....	....	....
6	....	....	1	....	....	213	201	67	....	....	....	....
7	32.43	95.94	12.16	37.16	62.83	23.91	9.41	4.17	16.57	5.98	21.92	18.21

† No record

TABLE N—PROTESTANT SEPARATE SCHOOLS

	No. 1 Grattan	No. 2 Hagarty	No. 6 Plantagenet, North	No. 1 Tilbury, North	L'Orignal, Village	Penetanguishene, Town	Totals
Number of Schools .....	1	1	1	1	1	1	6
Receipts:	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
Balances from 1910 .....	517 61	8 23	54 40	332 72	48 07	79 39	1,040 42
Government grants .....	94 66	153 18	31 11	125 00	26 00	171 70	601 65
Municipal grants .....	14 66	11 78	9 91	10 00	.....	.....	46 35
Municipal assessments.....	404 80	475 00	435 00	100 00	523 50	5,150 00	7,088 30
Other sources.....	6 00	.....	180 00	.....	2 57	2,065 50	2,254 07
Totals .....	1,037 73	648 19	710 42	567 72	600 14	7,466 59	11,030 79
Expenditure:							
Teachers' salaries.....	427 79	400 00	288 57	345 97	293 46	2,750 00	4,505 79
School sites and buildings...	7 00	25 00	.....	.....	.....	657 66	689 66
Libraries, maps, apparatus, etc. ....	12 52	3 53	1 20	.....	.....	126 25	143 50
Other expenses .....	46 60	200 00	191 90	55 62	65 81	3,897 94	4,457 87
Totals .....	493 91	628 53	481 67	401 59	359 27	7,431 85	9,796 82
Balances on hand .....	543 82	19 66	228 75	166 13	240 87	34 74	1,233 97
Teachers:							
Male .....	.....	.....	.....	.....	.....	1	1
Female.....	1	1	1	1	1	4	9
Certificates .....	II	III	Temp.	III	II	5 II	7 II; 2 III;
Salaries .....	\$500	\$400	\$350	\$500	\$450	Male: \$850	1 Temp. 1 male: \$850
						Female: \$494	Av. female: \$464
Pupils:							
Total number attending....	29	67	6	17	19	286	424
Boys .....	15	34	2	8	16	149	224
Girls .....	14	33	4	9	3	137	200
Average attendance .....	17	32	4	9	10	188	260
No. in Primer.....	6	21	1	1	6	76	111
“ 1st Book .....	5	11	1	1	.....	59	77
“ 2nd “ .....	6	20	1	4	5	53	89
“ 3rd “ .....	6	7	2	6	5	43	69
“ 4th “ .....	4	8	1	5	3	55	76
“ beyond 4th Book.....	2	.....	.....	.....	.....	.....	2
“ in Art .....	29	67	6	17	18	276	413
“ Geography .....	29	67	5	15	13	276	405
“ Music .....	29	67	.....	.....	.....	276	372
“ Literature.....	29	67	3	15	13	276	403
“ Composition.....	29	67	5	15	13	276	405
“ Grammar .....	6	8	5	11	8	98	136
“ English History.....	18	35	3	5	3	151	215
“ Canadian History .....	18	35	5	11	8	151	228
“ Physiology & Hygiene	29	67	3	17	8	276	400
“ Nature Study.....	29	67	5	.....	19	276	396
“ Physical Culture .....	29	67	6	.....	.....	276	378
“ Bookkeeping.....	2	.....	.....	.....	.....	.....	2
“ Arith. & Mensuration.	2	.....	.....	.....	.....	.....	2
“ Algebra .....	2	.....	.....	.....	.....	.....	2
“ Geometry.....	2	.....	.....	.....	.....	.....	2
Brick or frame school house ...	Frame.	Frame.	Frame.	Brick.	Brick.	Brick.	3 Bk.; 3 Fr.
Number of maps .....	8	5	9	10	16	20	68
Number of globes .....	1	1	1	1	1	1	6



TABLE O—REPORT ON KINDERGARTENS

Municipality	Number of Kindergartens	Number of Teachers	Head Directors	Assistants	Average Salary, Head Directors	Average Salary, Assistants	Number of Pupils in attendance	Average daily attendance	Charges per year for tuition
Cities :					\$	\$			\$ c.
Brantford .....	5	14	5	9	455	294	730	221	1 00
Chatham .....	3	6	3	3	500	317	299	113	.....
Fort William .....	5	10	5	5	710	300	360	191	.....
Guelph .....	3	4	3	1	483	250	241	79	.....
Hamilton .....	14	21	14	7	646	350	1,786	690	1 00
Kingston .....	5	5	5	.....	420	.....	267	142	.....
London .....	25	22	20	2	612	225	1,481	602	.....
Ottawa .....	19	39	20	19	592	410	1,812	682	.....
Peterborough .....	5	6	5	1	540	400	398	154	1 00
Port Arthur .....	1	2	1	1	700	425	106	37	.....
St. Catharines .....	3	3	2	1	502	421	308	104	.....
St. Thomas .....	4	6	3	3	525	350	377	142	.....
Stratford .....	3	6	1	5	500	349	422	152	.....
Toronto .....	66	172	66	106	621	427	9,727	3,154	.....
Towns :									
Aylmer .....	1	2	1	1	425	200	102	41	1 00
Barrie .....	1	1	1	.....	450	.....	62	20	.....
Berlin .....	7	7	7	.....	543	.....	293	219	.....
Cobourg .....	1	2	1	1	450	200	129	46	.....
Collingwood .....	1	2	1	1	440	250	104	44	.....
Dundas .....	1	1	1	.....	500	.....	93	44	.....
Galt .....	2	3	2	1	600	450	149	89	.....
Goderich .....	1	1	1	.....	450	.....	92	30	.....
Hespeler .....	1	1	1	.....	450	.....	59	43	.....
Ingersoll .....	2	2	2	.....	375	.....	138	39	1 00
Listowel .....	1	1	1	.....	325	.....	34	8	0 50
North Bay .....	1	2	1	1	550	375	107	29	.....
Owen Sound .....	3	5	3	2	450	250	262	150	.....
Paris .....	1	1	1	.....	375	.....	85	34	1 00
Pictou .....	1	2	1	1	300	150	91	30	.....
Preston .....	1	1	1	.....	500	.....	72	52	.....
Simcoe .....	1	1	1	.....	400	.....	93	26	.....
Tillsonburg .....	1	1	1	.....	500	.....	92	37	.....
Walkerville .....	1	2	1	1	550	250	75	35	.....
Waterloo .....	2	2	2	.....	500	.....	76	63	.....
Welland .....	2	2	1	1	700	200	155	49	.....
Totals, 1911 .....	194	358	185	173	578	393	20,677	7,591	.....
Totals, 1910 .....	187	334	178	156	555	382	18,943	6,846	.....
Increases .....	7	24	7	17	23	11	1,734	745	.....

TABLE P—REPORT ON NIGHT SCHOOLS

## I. Night Public Schools

Municipality	Number of Schools	Teachers	Pupils enrolled	Average daily attend- ance
Fort William .....	2	5	87	30
St. Catharines .....	1	1	38	5
Toronto .....	18	34	1,448	316
Totals .....	21	40	1,573	351

## II. Night High Schools

Municipality	Number of Schools	Teachers	Pupils enrolled	Average daily attend- ance
Hamilton .....	1	4	47	10
Sault Ste. Marie .....	1	3	30	24
Totals .....	2	7	77	34

TABLE Q—REPORT ON TRUANCY

Cities	Number of children otherwise em- ployed during school hours	Number of cases of truancy re- ported to the Truant Officers	Number of notices by Truant Officers to parents or guardians	Number of com- plaints made before Police Magistrates or J.P.'s	Number of convictions	Number of children reported by Teachers as not attending any school
Belleville .....	3	50	125	1	1	.....
Brantford .....	9	60	76	13	13	4
Chatham .....	19	352	31	1	1	13
Fort William .....	5	29	123	6	4	18
Guelph .....	17	10	17	1	1	39
Hamilton .....	.....	200	768	54	30	200
Kingston .....	1	119	119	7	2	.....
London .....	15	20	75	10	9	25
Niagara Falls .....	3	6	53	1	1	142
Ottawa .....	4	403	66	.....	.....	13
Peterborough .....	2	86	52	6	.....	4
Port Arthur .....	3	.....	114	.....	.....	.....
St. Catharines .....	.....	25	25	.....	.....	.....
St. Thomas .....	1	130	48	7	7	.....
Stratford .....	.....	297	297	12	12	.....
Toronto .....	97	7,426	181	88	54	60
Windsor .....	2	100	45	7	6	1
Woodstock .....	.....	3	12	1	.....	22

TABLE Q—REPORT ON TRUANCY—Continued

Towns	Number of children otherwise employed during school hours	Number of cases of truancy reported to the Truant Officers	Number of notices by Truant Officers to parents or guardians	Number of complaints made before Police Magistrates or J.P.'s	Number of convictions	Number of children reported by Teachers as not attending any school
Alliston.....			5			1
Almonte.....		50	50			
Arnprior.....			3			3
Aurora.....		1	1			
Barrie.....	3	12	11			15
Berlin.....	3	3	35			147
Blenheim.....			1	1	1	6
Blind River.....						10
Bothwell.....		1	1			
Bowmanville.....			20	1	1	28
Brampton.....	1	7	7	1	1	7
Brockville.....		32	32			
Campbellford.....			12	1		
Carleton Place.....			2			15
Cobourg.....			5	2	2	12
Collingwood.....		87	87	14	8	65
Copper Cliff.....	4	60	60			
Cornwall.....		38	38	2	1	
Deseronto.....			54			
Dresden.....		20	20			
Dryden.....	1		7			2
Dundas.....		18	5			
Dunnville.....		12	12			
Durham.....		3	3			
Englehart.....		3	3			
Essex.....		7	2	1		
Forest.....	1	8	3	1		5
Fort Frances.....		4	4			4
Galt.....		12	8		1	
Gananoque.....		22	22			
Gravenhurst.....		16	16			
Haileybury.....	3	14	12			
Huntsville.....						6
Ingersoll.....		2	2			
Keewatin.....			8			3
Kenora.....		12	12			12
Kincardine.....		3	3			2
Kingsville.....	2		2			2
Lindsay.....		26	26	1		
Listowel.....	3	2	3			10
Little Current.....						8
Meaford.....	3	2	3			3
Midland.....	1	18	18			
Milton.....			1			2
Mitchell.....	1	3	1			3
Napanee.....		10	10			
New Liskeard.....	2		12	1		
Newmarket.....		1	1			
Niagara.....		16	5			10
North Bay.....		6	14		8	16
North Toronto.....		10	10			8
Oakville.....	2	11	7	1	1	9
Orangeville.....		72	72	1		5
Orillia.....		60				60
Owen Sound.....	5	30	257	1	1	
Paris.....		13	5			2
Parkhill.....		2	2			2



TABLE Q—REPORT ON TRUANCY—Continued

Towns—Continued	Number of children otherwise employed during school hours	Number of cases of truancy reported to the Truant Officers	Number of notices by Truant Officers to parents or guardians	Number of complaints made before Police Magistrates or J.P.'s	Number of convictions	Number of children reported by Teachers as not attending any school
Parry Sound .....			26	1		26
Pembroke .....			3			
Perth .....		12	3			
Pictou .....	13	51	6			
Port Hope .....		4	4			
Prescott .....						3
Preston .....	1	2	2			2
Ridgetown .....		1				1
St. Mary's .....						3
Sandwich .....			6			12
Sarnia .....		3	5			1
Sault Ste. Marie.....	11	709	709	6	6	9
Seaforth .....		1	1			
Simcoe .....		15	6	2	4	1
Southampton .....		20	5			
Steelton .....	2	138	138			3
Strathroy .....	1	1	1			
Sturgeon Falls.....						2
Thorold .....		1	5			3
Vankleek Hill .....	13	18	28			
Walkerton .....		2				
Walkerville .....		4	4			
Wallaceburg.....	2	21	7	3	3	21
Waterloo .....		12	47			
Welland .....	2		67			234
Wiarton .....		20	63	1	1	16
Wingham .....		5	5			
Villages						
Acton .....		2	3			3
Athens .....		1	1			
Bath .....						2
Bayfield .....	4		14			
Bolton .....		2	5			
Bridgeburg .....		3	3			
Brighton .....						1
Burk's Falls .....		5	2			
Caledonia .....		9	12			7
Cobden .....		12	8			
Coldwater .....	2	6	18			
Creemore .....		2	2			2
Delhi .....		6	6			
Elmira .....		3	3			3
Elora .....			2			
Embro .....		15	15			
Exeter .....		1	1	1		1
Fergus .....	1	2				
Fort Erie .....		9	9			
Georgetown .....		20				
Glencoe .....		4				4
Grand Valley .....	1	1				1
Holland Landing .....			2			
Madoc .....		1	1			
Millbrook .....		5	2			
Milverton .....	1	1	1			1
Mimico .....		5	5			5

TABLE Q—REPORT ON TRUANCY—Concluded

Villages—Concluded	Number of children otherwise employed during school hours	Number of cases of truancy reported to the Truant Officers	Number of notices by Truant Officers to parents or guardians	Number of complaints made before Police Magistrates or J.P.'s	Number of convictions	Number of children reported by Teachers as not attending any school
Morrisburg .....						8
Newbury .....			2			2
New Hamburg .....		10	10			10
Norwood .....		2	7	1		7
Oil Springs .....		6	8			
Omeme .....			4			
Point Edward .....	2	2	4			6
Port Carling .....			2			1
Port Colborne .....			40			40
Port Dover .....						20
Springfield .....	1		1			1
Sutton West .....		10	12			
Tavistock .....	3	3	6			3
Thedford .....		5	5			
Tweed .....			1			1
Wardsville .....						2
Waterford .....		18	43	1	1	
West Lorne .....		3	3			3
Weston .....			3			3
Winchester .....			5			4
Woodville .....			2			4
Townships						
Brantford .....	25	49	49			
Burford .....	4	21	5			
Morrison .....			40			34
Oakland .....	2	7	7			
York, S.S. No. 25 .....	7	57	21			4
Totals.....	314	11,393	4,778	260	181	1,550

NOTE.—In addition to the above, 71 urban municipalities reported no truants, while 65 did not report at all.

TABLE R—GENERAL

A General Statistical Abstract, exhibiting the comparative state and progress of Schools (including Collegiate Institutes), also Normal and Normal Model Schools,

No.	Subjects compared	1867	1872	1877	1882
1	Population .....		1,620,851		1,926,922
2	School population between the ages of five and sixteen years, up to 1882 (five to twenty-one subsequently) .....	447,726	495,756	494,804	483,817
3	High Schools (including Collegiate Institutes). .....	102	104	104	104
4	Continuation Schools .....				
5	*Normal College and Normal and Normal Model Schools .....	3	3	4	6
6	Public Schools in operation .....	4,261	4,490	4,955	5,013
7	Roman Catholic Separate Schools.....	161	171	185	190
8	Grand total of above schools in operation....	4,527	4,768	5,248	5,313
9	Pupils attending High Schools (including Collegiate Institutes and Night High Schools). .....	5,696	7,968	9,229	12,348
10	Pupils attending Continuation Schools.....				
11	Students and pupils attending *Normal College, Normal and Normal Model Schools..	800	800	900	1,059
12	Pupils attending Public Schools (including Kindergarten and Night Public Schools)..	382,719	433,256	465,908	445,364
13	Pupils attending Roman Catholic Separate Schools .....	18,924	21,406	24,952	26,148
14	Grand total of students and pupils attending High, Continuation, Public, and Separate Schools, *Normal College, Normal and Normal Model Schools .....	408,139	463,430	500,989	484,919
15	Amount paid for the salaries of Public and Separate School teachers .....	\$1,093,517	1,371,594	2,038,099	2,144,449
16	Amount paid for the erection and repairs of Public and Separate School houses, and for libraries, apparatus, books, fuel, stationery, etc.....	\$379,672	835,770	1,035,390	882,526
17	Total amount paid for Public and Separate School purposes.....	\$1,473,189	2,207,364	3,073,489	3,026,975
18	Amount paid for Continuation School teachers' salaries .....				
19	Total amount paid for Continuation School purposes .....				
20	Amount paid for High School (and Collegiate Institute) teachers' salaries.....	\$94,820	141,812	211,607	253,864
21	Amount paid for erection and repair of High School (and Collegiate Institute) houses, maps, apparatus, prizes, fuel, books, etc..	\$29,361	68,193	132,103	89,856
22	Total amount paid for High School and Collegiate Institute purposes .....	\$124,181	210,005	343,710	343,720
23	Grand total paid for educational purposes as above .....	\$1,597,370	2,417,369	3,417,199	3,370,695
24	Total Public and Separate School Teachers ..	4,890	5,476	6,468	6,857
25	Male Teachers in Public and Separate Schools	2,849	2,626	3,020	3,062
26	Female Teachers in Public and Separate Schools.....	2,041	2,850	3,448	3,795
27	Continuation School Teachers .....				
28	High School and Collegiate Institute Teachers.	159	239	280	332
29	Number of all teachers, as specified above...	5,049	5,715	6,748	7,189

\* Normal College was closed in June, 1907, the training of teachers of the higher grades and at Queen's University, Kingston. † Included in Public and Separate



## STATISTICAL ABSTRACT

Education in Ontario, as connected with Public, Separate, Continuation and High from the year 1867 to 1911, compiled from Returns to the Department of Education

No.	1887	1892	1897	1902	1907	1910	1911
1	.....	2,114,321	.....	2,167,938	.....	.....	2,523,358
2	611,212	595,238	590,055	584,512	590,285	599,541	604,555
3	112	128	130	134	143	145	148
4	.....	.....	44	65	107	138	129
5	6	6	7	8	7	9	9
6	5,277	5,577	5,574	5,671	5,819	5,924	5,921
7	229	312	340	391	449	484	495
8	5,624	6,023	6,095	6,269	6,525	6,700	6,702
9	17,459	22,837	24,390	24,472	30,331	32,612	32,304
10	.....	.....	†1,618	†2,190	†4,744	†5,917	5,753
11	1,204	1,270	1,492	1,709	1,407	2,218	1,980
12	462,839	448,204	441,157	420,094	413,510	422,470	422,802
13	30,373	37,466	41,620	45,964	51,502	57,263	59,396
14	511,875	509,777	508,659	492,239	496,750	514,563	522,235
15	2,458,540	2,752,629	2,886,061	3,198,132	4,389,524	5,310,039	5,610,213
16	1,283,564	1,301,289	1,329,609	1,627,028	3,166,655	4,033,163	4,294,071
17	3,742,104	4,053,918	4,215,670	4,825,160	7,556,179	9,343,202	9,904,284
18	.....	.....	Inc.withNo15	Inc.withNo15	Inc.withNo15	Inc.withNo15	177,057
19	.....	.....	Inc.withNo17	Inc.withNo17	Inc.withNo17	Inc.withNo17	252,080
20	327,452	472,029	532,837	547,402	783,782	1,043,585	1,141,124
21	168,160	224,085	183,139	222,278	429,915	592,581	806,934
22	495,612	696,114	715,976	769,680	1,213,697	1,636,166	1,948,058
23	4,237,716	4,750,032	4,931,646	5,594,840	8,769,876	10,979,368	12,104,422
24	7,594	8,480	9,128	9,631	10,200	10,852	10,900
25	2,718	2,770	2,784	2,311	1,813	1,696	1,499
26	4,876	5,710	6,344	7,320	8,387	9,156	9,401
27	.....	.....	144	186	1140	†215	218
28	398	522	579	593	750	853	898
29	7,992	9,002	9,707	10,224	10,950	11,705	12,016

being carried on thereafter by the Faculties of Education at the University of Toronto School attendances. † Included with Public and Separate School teachers.

# APPEN= TEACHERS' FINANCIAL

Name of Institute	Number of Members	Receipts		
		Government Grant	Municipal Grant	Members' Fees
		\$ c.	\$ c.	\$ c.
1 Algoma, East.....	39	50 00	.....	.....
2 Algoma, West .....	82	50 00	.....	41 00
3 Brant.....	97	25 00	25 00	.....
4 Bruce, East .....	117	25 00	25 00	.....
5 Bruce, West .....	108	25 00	25 00	4 50
6 Carleton, East .....	54	25 00	25 00	27 00
7 Carleton, West, and Lanark, East .....	91	25 00	.....	.....
8 Dufferin .....	123	25 00	25 00	.....
9 Dundas .....	73	25 00	25 00	36 50
10 Elgin, East .....	110	25 00	25 00	.....
11 Elgin, West.....	89	50 00	.....	15 50
12 Essex, North.....	70	25 00	50 00	.....
13 Essex, South.....	121	25 00	50 00	23 25
14 Frontenac .....	100	25 00	25 00	19 75
15 Glengarry .....	89	25 00	50 00	15 75
16 Grenville .....	100	25 00	25 00	.....
17 Grey, East.....	37	25 00	25 00	9 25
18 Grey, South.....	58	25 00	25 00	14 50
19 Grey, West .....	114	25 00	25 00	23 75
20 Haliburton .....	55	25 00	25 00	.....
21 Haldimand .....	124	25 00	25 00	.....
22 Halton .....	99	25 00	25 00	.....
23 Hastings, Centre.....	96	25 00	25 00	.....
24 Hastings, North.....	51	25 00	50 00	.....
25 Hastings, South and Belleville .....	115	25 00	25 00	.....
26 Huron, East .....	140	25 00	25 00	.....
27 Huron, West.....	72	25 00	25 00	10 70
28 Kenora .....	47	100 00	.....	.....
29 Kent, East .....	102	25 00	25 00	25 50
30 Kent, West and Chatham.....	121	25 00	25 00	.....
31 Lambton, East.....	96	25 00	25 00	24 00
32 Lambton, West .....	125	25 00	25 00	.....
33 Lanark, West and Smith's Falls.....	111	25 00	25 00	23 75
34 Leeds, East and Brockville .....	68	25 00	25 00	17 00
35 Leeds, West .....	102	25 00	25 00	15 75
36 Lennox and Addington .....	119	25 00	50 00	.....
37 Lincoln.....	111	25 00	50 00	.....
38 Manitoulin, East.....	23	50 00	.....	.....
39 Manitoulin, West.....	28	50 00	.....	.....
40 Middlesex, East .....	109	25 00	40 00	27 25
41 Middlesex, West .....	106	25 00	100 00	50 00
42 Muskoka .....	125	.....	.....	.....
43 Nipissing (North Bay).....	53	.....	.....	43 75
44 Nipissing (Timiskaming) .....	65	50 00	.....	32 50
45 Norfolk .....	141	25 00	25 00	.....
46 Northumberland and Durham No. 1 .....	150	25 00	50 00	.....
47 Northumberland and Durham No. 2 .....	90	25 00	.....	.....
48 Northumberland and Durham No. 3 .....	91	25 00	50 00	17 50
49 Ontario, North.....	91	25 00	.....	17 25

DIX B

INSTITUTES

STATEMENT

Receipts—Continued			Expenditure				Balances
Balances and other sources	Total Receipts		Printing, Postage, etc.	Libraries, Educational Journals, etc.	Miscellaneous	Total Expenditure	
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1	12 35	62 35	9 20	.....	30 45	39 65	22 70
2	93 50	184 50	17 90	.....	21 45	39 35	145 15
3	150 36	200 36	7 50	20 10	89 91	117 51	82 85
4	236 60	286 60	7 46	1 00	33 08	41 54	245 06
5	149 09	203 59	8 90	.....	27 50	36 40	167 19
6	21 51	98 51	8 70	.....	46 70	55 40	43 11
7	107 77	132 77	14 41	27 70	50 55	92 66	40 11
8	26 05	76 05	5 25	80	42 95	49 00	27 05
9	250 57	337 07	8 80	.....	145 97	154 77	182 30
10	222 90	272 90	9 90	.....	19 00	28 90	244 00
11	11 02	76 52	4 58	.....	27 65	32 23	44 29
12	175 46	250 46	5 92	.....	74 50	80 42	170 04
13	80 43	178 68	63 62	.....	33 50	97 12	81 56
14	6 49	76 24	3 15	2 60	30 00	35 75	40 49
15	21 63	112 38	32 59	.....	20 30	52 89	59 49
16	96 85	146 85	5 68	.....	38 60	44 28	102 57
17	114 29	173 54	2 00	12 00	25 00	39 00	134 54
18	266 11	330 61	10 55	40 75	79 45	130 75	199 86
19	87 84	161 59	10 15	.....	63 75	73 90	87 69
20	77 55	127 55	4 20	.....	8 15	12 35	115 20
21	322 43	372 43	5 50	.....	39 05	44 55	327 88
22	97 91	147 91	6 20	52 00	15 20	73 40	74 51
23	119 00	169 00	19 10	.....	25 90	45 00	124 00
24	50 00	125 00	6 69	.....	10 76	17 45	107 55
25	160 33	210 33	4 39	.....	32 50	36 89	173 44
26	76 63	126 63	6 75	.....	57 35	64 10	62 53
27	133 48	194 18	30 50	8 10	51 35	89 95	104 23
28	38 72	138 72	5 60	.....	26 10	31 70	107 02
29	154 61	230 11	16 20	.....	132 90	149 10	81 01
30	175 80	225 80	8 20	.....	32 70	40 90	184 90
31	22 24	96 24	36 75	.....	43 15	79 90	16 34
32	85 00	135 00	5 65	.....	66 60	72 25	62 75
33	110 37	184 12	7 15	43 35	66 25	116 75	67 37
34	64 71	131 71	5 75	19 55	41 50	66 80	64 91
35	133 09	198 84	8 95	16 25	26 95	52 15	146 69
36	21 05	96 05	9 64	.....	49 15	58 79	37 26
37	66 54	141 54	8 00	.....	65 08	73 08	68 46
38	40 00	90 00	5 72	.....	24 13	29 85	60 15
39	16 00	66 00	7 60	.....	58 40	66 00	.....
40	24 72	116 97	45 90	.....	39 70	85 60	31 37
41	97 72	272 72	31 91	5 00	132 50	169 41	103 31
42	133 61	133 61	5 35	.....	41 75	47 10	86 51
43	.....	43 75	.....	.....	17 00	17 00	26 75
44	51 38	133 88	8 67	.....	64 10	72 77	61 11
45	82 41	132 41	5 00	3 25	46 50	54 75	77 66
46	34 23	109 23	65	.....	50 59	51 24	57 99
47	49 24	74 24	.....	.....	33 81	33 81	40 43
48	71 28	163 78	9 98	.....	51 05	61 03	102 75
49	50 11	92 36	4 60	.....	60 40	65 00	27 36



**TEACHERS'**  
**FINANCIAL**

Name of Institute—Continued	Number of Members,	Receipts		
		Government Grant	Municipal Grant	Members' Fees
		\$ c.	\$ c.	\$ c.
50 Ontario, South.....	93	25 00	25 00	.....
51 Oxford .....	58	25 00	25 00	14 50
52 Parry Sound, West.....	28	50 00	.....	7 00
53 Peel.....	99	25 00	25 00	.....
54 Perth and Stratford .....	144	25 00	25 00	72 00
55 Peterborough.....	115	25 00	25 00	.....
56 Prescott and Russell.....	111	25 00	25 00	.....
57 Prince Edward .....	95	25 00	25 00	.....
58 Rainy River .....	48	50 00	.....	.....
59 Renfrew, North .....	118	25 00	25 00	.....
60 Renfrew, South .....	140	25 00	25 00	.....
61 Simcoe, East.....	110	25 00	25 00	.....
62 Simcoe, North .....	115	25 00	25 00	20 00
63 Simcoe, South West.....	39	25 00	25 00	9 75
64 Stormont.....	97	25 00	25 00	6 25
65 Sudbury.....	49	50 00	.....	.....
66 Thunder Bay .....	120	50 00	.....	.....
67 Victoria, West .....	87	50 00	50 00	.....
68 Waterloo .....	158	25 00	25 00	73 75
69 Welland .....	132	25 00	25 00	.....
70 Wellington, North.....	85	25 00	25 00	21 25
71 Wellington, South.....	96	25 00	25 00	.....
72 Wentworth .....	96	50 00	50 00	24 00
73 York, North .....	62	50 00	50 00	15 75
74 York, South .....	109	25 00	50 00	27 25
75 Ontario Educational Association .....	970	1,000 00	.....	484 25
Cities				
76 Brantford .....	77	25 00	25 00	.....
77 Guelph .....	45	25 00	25 00	.....
78 Hamilton .....	230	25 00	25 00	115 00
79 Kingston .....	61	25 00	25 00	14 00
80 London .....	177	25 00	25 00	69 50
81 Ottawa .....	300	25 00	50 00	64 00
82 Peterborough .....	63	25 00	25 00	31 50
83 St. Catharines .....	32	25 00	25 00	.....
84 Stratford .....	55	25 00	55 00	55 00
85 Toronto .....	843	25 00	25 00	421 50
86 Windsor and Walkerville.....	66	25 00	25 00	17 75
Totals, 1911.....	9,821	3,475 00	2,170 00	2,099 70
Totals, 1910.....	9,768	4,100 00	1,714 90	2,051 71
Increases .....	53	.....	455 10	47 99
Decreases .....	.....	625 00	.....	.....

INSTITUTES—Concluded

STATEMENT—Concluded

Receipts—Continued		Expenditure				
Balances and other sources	Total Receipts	Printing, Postage, etc.	Libraries, Educational Journals, etc.	Miscellaneous	Total Expenditure	Balances
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
50 174 61	224 61	10 63	.....	56 85	67 48	157 13
51 79 46	143 96	9 15	18 00	59 66	86 81	57 15
52 18 18	75 18	5 19	16 00	5 10	26 29	48 89
53 63 40	113 40	7 03	.....	20 45	27 48	85 92
54 71 41	193 41	14 78	.....	83 34	98 12	95 29
55 56 94	106 94	7 25	.....	44 40	51 65	55 29
56 30 08	80 08	17 00	.....	30 80	47 80	32 28
57 117 01	167 01	8 11	.....	63 50	71 61	95 40
58 122 86	172 86	.....	.....	28 00	28 00	144 86
59 45 20	95 20	8 25	.....	12 25	20 50	74 70
60 14	50 14	5 61	.....	43 25	48 86	1 28
61 49 45	99 45	7 70	.....	58 15	65 85	33 60
62 110 58	180 58	23 75	.....	45 25	69 00	111 58
63 37 65	97 40	8 00	32 50	44 00	84 50	12 90
64 106 76	163 01	8 45	.....	60 54	68 99	94 02
65 50 40	100 40	5 25	.....	15 50	20 75	79 65
66 161 20	211 20	18 50	.....	80 55	99 05	112 15
67 160 67	260 67	5 54	13 75	3 35	22 64	238 03
68 224 70	348 45	31 71	.....	131 00	162 71	185 74
69 171 42	221 42	13 23	.....	79 15	92 38	129 04
70 126 17	197 42	9 25	55 15	33 75	98 15	99 27
71 51 35	101 35	7 62	.....	21 00	28 62	72 73
72 35 22	159 22	9 30	.....	62 55	71 85	87 37
73 124 65	240 40	27 83	20 95	20 90	69 68	170 72
74 77 78	180 03	26 03	.....	8 50	34 53	145 50
75 2,087 21	3,571 46	1,291 03	.....	1,564 57	2,855 60	715 86
76 114 38	164 38	6 63	28 50	72 40	107 53	56 85
77 43 16	93 16	71	57 73	15 40	73 84	19 32
78 28 33	193 33	9 85	.....	89 70	99 55	93 78
79 31 08	95 08	7 68	24 34	37 75	69 77	25 31
80 115 87	235 37	7 60	96	121 00	129 56	105 81
81 436 84	575 84	27 65	7 60	136 00	171 25	404 59
82 173 22	254 72	6 75	35 50	21 00	63 25	191 47
83 82 00	132 00	13	48 25	.....	48 38	83 62
84 41 86	176 86	1 54	81 15	18 50	101 19	75 67
85 2,521 12	2,992 62	67 76	143 85	677 60	889 21	2,103 41
86 54 96	122 71	5 31	.....	49 20	54 51	68 20
12,688 30	20,433 00	2,284 66	836 68	6,225 79	9,347 13	11,085 87
11,127 06	18,993 67	2,281 07	914 32	5,414 93	8,610 32	10,383 35
1,561 24	1,439 33	3 59	.....	810 86	736 81	702 52
.....	.....	.....	77 64	.....	.....	.....

## APPENDIX C

ADMISSION OF CANDIDATES TO COLLEGIATE INSTITUTES AND  
HIGH SCHOOLS

## JUNIOR HIGH SCHOOL ENTRANCE EXAMINATION, JUNE 1912

Collegiate Institutes	Examined	Passed	High Schools—Continued	Examined	Passed
Barrie.....	88	62	Bowmanville .....	41	26
Berlin.....	186	138	Bradford .....	31	21
Brantford .....	195	132	Brampton .....	104	75
Brockville .....	124	94	Brighton .....	29	17
Chatham .....	170	100	Caledonia.....	48	26
Clinton .....	70	49	Campbellford .....	69	49
Cobourg .....	99	61	Carleton Place .....	63	43
Collingwood .....	109	79	Cayuga.....	29	17
Fort William .....	117	75	Chesley .....	69	40
Galt.....	176	144	Colborne .....	30	21
Goderich.....	76	49	Cornwall.....	155	85
Guelph .....	123	103	Deseronto.....	27	22
Hamilton .....	579	410	Dundas.....	70	30
Ingersoll .....	84	51	Dunnville.....	81	43
Kingston .....	183	143	Dutton .....	54	32
Lindsay .....	106	88	Elora .....	41	26
London .....	347	311	Essex.....	87	47
Morrisburg .....	62	28	Fergus .....	64	36
Napanee.....	120	54	Forest .....	72	39
Niagara Falls .....	91	69	Gananoque .....	73	36
Orillia .....	103	57	Georgetown.....	30	24
Ottawa .....	658	447	Glencoe.....	62	43
Owen Sound .....	232	172	Gravenhurst.....	45	27
Perth .....	112	65	Grimsby .....	44	34
Peterborough .....	192	133	Hagersville.....	43	24
Pictou .....	115	70	Haileybury .....	38	29
Port Arthur .....	73	43	Harriston.....	40	23
Renfrew .....	97	50	Hawkesbury .....	42	12
Ridgetown .....	70	50	Iroquois .....	66	21
St. Catharines .....	91	70	Kemptville .....	58	30
St. Mary's .....	103	75	Kenora.....	26	25
St. Thomas .....	163	122	Kincardine .....	64	40
Sarnia .....	149	108	Leamington.....	83	20
Seaforth.....	91	59	Listowel .....	91	68
Stratford .....	181	138	Lucan .....	92	58
Strathroy.....	134	79	Madoc.....	59	33
Toronto, Harbord.....	381	306	Markham.....	80	50
Toronto, Parkdale.....	286	207	Meaford .....	68	34
Toronto, Jarvis .....	289	185	Midland .....	38	27
Toronto, Humberdale .....	132	104	Mitchell .....	113	76
Vankleek Hill .....	72	33	Mount Forest .....	95	60
Windsor .....	170	142	Newburgh .....	100	59
Woodstock.....	152	82	Newcastle .....	29	10
			Newmarket.....	55	46
Totals.....	7,151	5,037	Niagara .....	12	5
			Niagara Falls South.....	51	35
High Schools			North Bay .....	84	47
Alexandria .....	79	31	North Toronto .....	55	39
Almonte .....	54	39	Norwood .....	44	21
Arnprior .....	69	44	Oakville .....	63	43
Arthur .....	64	45	Omeme .....	41	16
Athens .....	72	41	Orangeville .....	51	32
Aurora .....	46	35	Oshawa .....	95	62
Aylmer .....	68	33	Paris.....	69	33
Beamsville .....	49	31	Parkhill .....	82	50
Belleville.....	82	75	Pembroke .....	79	54



JUNIOR HIGH SCHOOL ENTRANCE EXAMINATION, JUNE 1912—Continued

High Schools—Concluded	Examined	Passed	Other Places—Continued	Examined	Passed
Penetanguishene .....	39	26	Barrie <span>field</span> .....	26	19
Petrol <span>ea</span> .....	62	47	Bath .....	33	20
Plantagenet .....	54	17	Battersea .....	15	5
Port Dover .....	16	11	Bayfield .....	14	11
Port Elgin .....	43	20	Beachburg .....	39	20
Port Hope .....	78	64	Beaverton .....	42	23
Port Perry .....	62	41	Beeton .....	24	6
Port Rowan .....	38	32	Belleville, County Centre .....	84	55
Prescott .....	67	46	Belle River .....	13	6
Richmond Hill .....	39	32	Belmont .....	33	9
Rockland .....	24	15	Bethany .....	21	17
Sault Ste. Marie .....	94	62	Bethesda .....	14	9
Simcoe .....	87	60	Billing's Bridge .....	9	8
Smith's Falls .....	109	68	Binbrook .....	19	12
Smithville .....	24	14	Blackstock .....	18	15
Stirling .....	52	34	Blenheim .....	87	66
Streetsville .....	26	17	Blind River .....	21	10
Sudbury .....	50	36	Blyth .....	28	22
Sydenham .....	60	26	Bobcaygeon .....	21	12
Thorold .....	32	27	Bolton .....	48	21
Tillsonburg .....	60	40	Bothwell .....	34	25
Toronto, Commerce and Finance .....	126	99	Bowesville .....	10	5
Toronto, Malvern .....	77	54	Bracebridge .....	92	57
Toronto, Oakwood .....	51	45	Bridgeburg .....	30	23
Toronto, Technical .....	69	58	Brigden .....	30	10
Toronto, Riverdale .....	196	127	Bruce Mines .....	37	13
Trenton .....	60	39	Brussels .....	45	31
Uxbridge .....	53	32	Burford .....	40	17
Vienna .....	32	15	Burgessville .....	25	17
Walkerton .....	42	35	Burk's Falls .....	49	20
Wardsville .....	22	13	Burlington .....	37	24
Waterdown .....	45	22	Burritt's Rapids .....	8	6
Waterford .....	56	27	Cannington .....	49	22
Watford .....	58	45	Cardinal .....	29	18
Welland .....	59	39	Cargill .....	17	10
Weston .....	88	70	Carp .....	18	12
Whitby .....	69	38	Castleton .....	22	11
Warton .....	56	15	Cataraqui .....	26	15
Williamstown .....	37	21	Chapleau .....	22	7
Wingham .....	84	62	Charleston .....	36	17
Totals .....	6,403	4,006	Chatsworth .....	50	39
Other Places			Chesterville .....	48	35
Aberfoyle .....	43	27	Claremont .....	31	11
Abingdon .....	14	9	Clifford .....	26	15
Acton .....	36	27	Cobalt .....	42	22
Alliston .....	58	24	Cobden .....	49	19
Alvinston .....	62	28	Coldwater .....	18	11
Ameliasburg .....	28	16	Comber .....	28	18
Amherstburg .....	42	22	Cookstown .....	36	12
Ancaster .....	36	18	Copper Cliff .....	15	5
Angus .....	17	8	Courtright .....	41	15
Apsley .....	6	3	Crediton .....	18	9
Arkona .....	34	21	Creemore .....	26	18
Ashton .....	9	7	Crosshill .....	26	7
Aultsville .....	21	8	Cumberland .....	25	11
Avonmore .....	44	11	Dalkeith .....	28	12
Ayr .....	19	13	Dashwood .....	16	13
Ayton .....	17	10	Delhi .....	33	23
Bailieboro' .....	27	16	Delta .....	40	21
Bancroft .....	43	24	Denbigh .....	3	1
			Desbarats .....	6	0
			Dickinson's Landing .....	29	9

## JUNIOR HIGH SCHOOL ENTRANCE EXAMINATION, JUNE 1912—Continued

Other Places—Continued	Examined	Passed	Other Places—Continued	Examined	Passed
Dorchester Station .....	54	21	Kimberley .....	24	20
Drayton .....	45	22	King .....	19	6
Dresden .....	39	22	Kingsville .....	29	25
Dromore .....	11	6	Kinmount .....	11	7
Drumbo .....	24	15	Kintail .....	39	21
Dryden .....	23	13	Kirkfield .....	35	20
Dundalk .....	44	27	Kleinburg .....	17	9
Dungannon .....	17	9	Lakefield .....	66	27
Durham .....	65	55	Lanark .....	71	40
Eastview .....	22	14	Lancaster .....	20	11
Easton's Corners .....	11	6	Latchford .....	4	1
Edgar .....	21	3	Laurel .....	22	11
Eganville .....	99	49	Lefroy .....	36	19
Elmira .....	24	16	Lion's Head .....	18	8
Elmvale .....	55	32	Little Britain .....	26	16
Embro .....	19	7	Little Current .....	32	13
Embrun .....	8	2	London East .....	164	92
Emo .....	16	6	Loring .....	7	3
Englehart .....	9	2	Lucknow .....	31	19
Ennismore .....	20	1	Macdonald Consolidated .....	43	30
Erin .....	49	26	Magnetewan .....	9	3
Exeter .....	55	44	Manitowaning .....	14	0
Fenelon Falls .....	36	26	Manotick .....	19	8
Fenwick .....	19	11	Maple .....	9	5
Feversham .....	28	14	Markdale .....	42	24
Finch .....	52	21	Marmora .....	22	7
Fingal .....	47	25	Marshville .....	35	14
Flesherton .....	31	14	Marsville .....	9	7
Florence .....	34	23	Massey .....	21	4
Fonthill .....	9	7	Matheson .....	15	5
Fordwich .....	16	7	Mattawa .....	13	2
Fort Frances .....	13	9	Maxville .....	46	20
Fournier .....	17	9	Medina .....	22	10
Galetta .....	33	17	Melbourne .....	37	15
Glen Allan .....	17	7	Merivale .....	13	3
Gore Bay .....	51	6	Merlin .....	32	21
Grand Valley .....	33	14	Merrickville .....	29	15
Hall's Bridge .....	14	4	Metcalfe .....	25	17
Hamilton, County Centre .....	28	13	Mildmay .....	20	15
Hanover .....	28	22	Millbrook .....	28	18
Harrington .....	15	5	Milton .....	83	46
Harrow .....	28	15	Milverton .....	97	68
Harrowsmith .....	26	12	Mimico .....	32	22
Hastings .....	30	14	Minden .....	18	12
Havelock .....	25	14	Minesing .....	19	5
Hawkestone .....	21	9	Moorefield .....	24	12
Hensall .....	29	25	Moose Creek .....	17	5
Hepworth .....	21	7	Morewood .....	22	12
Highgate .....	31	20	Mount Albert .....	24	17
Hillsdale .....	10	6	Mount Elgin .....	9	4
Horning's Mills .....	16	10	Mount Hope .....	23	9
Huntsville .....	71	32	Mount Pleasant .....	19	5
Innerskip .....	9	6	Mount St. Patrick .....	19	6
Janetville .....	10	6	Mountain Station .....	28	13
Jarvis .....	21	15	Mountain Grove .....	13	6
Jasper .....	22	10	Neustadt .....	11	10
Jockvale .....	15	9	Newboro .....	36	19
Kars .....	9	8	New Hamburg .....	27	19
Keene .....	35	17	Newington .....	22	8
Keewatin .....	13	12	New Liskeard .....	47	25
Kenmore .....	9	5	North Augusta .....	22	10
Kilmaurs .....	11	7	North Gower .....	19	11

## JUNIOR HIGH SCHOOL ENTRANCE EXAMINATION, JUNE 1912—Concluded

Other Places—Continued	Examined	Passed	Other Places—Concluded	Examined	Passed
North Lancaster .....	28	12	Strabane .....	34	17
Norwich .....	26	15	Sturgeon Falls .....	50	23
Oakwood .....	11	6	Sutton West .....	25	10
Oil Springs .....	31	16	Tamworth .....	28	11
Orono .....	19	16	Tara .....	39	28
Osgoode Station .....	12	5	Tavistock .....	31	19
Ohsweken .....	7	5	Teeswater .....	46	20
Otterville .....	14	11	Thamesford .....	18	11
Paisley .....	54	25	Thamesville .....	54	34
Pakenham .....	34	27	Thedford .....	13	7
Palmerston .....	58	34	Thessalon .....	36	15
Parry Sound .....	52	39	Thornbury .....	49	16
Pelee Island .....	14	4	Thorndale .....	30	20
Pickering .....	16	11	Tilbury .....	26	16
Plattsville .....	34	22	Tiverton .....	30	20
Port Colborne .....	27	14	Toronto, De La Salle Institute ..	200	161
Port Dalhousie .....	81	50	Tottenham .....	33	11
Port Credit .....	32	24	Tweed .....	55	27
Port Stanley .....	15	7	Uptergrove .....	38	12
Powassan .....	50	22	Varna .....	12	5
Priceville .....	22	6	Vernon .....	15	9
Princeton .....	20	7	Victoria Harbour .....	17	7
Queensville .....	22	12	Wallaceburg .....	59	41
Rainy River .....	24	14	Warkworth .....	34	24
Ramsayville .....	9	7	Waubauskene .....	17	9
Randwick .....	9	4	Webbwood .....	12	4
Richard's Landing .....	11	5	Wellandport .....	18	6
Richmond .....	30	12	Wellington .....	21	10
Ridgeway .....	36	16	Westboro' .....	32	22
Ripley .....	41	20	West Lorne .....	17	9
Rockton .....	36	20	Westport .....	36	10
Rockwood .....	31	17	Wheatley .....	29	18
Rodney .....	31	18	Whitevale .....	11	5
Rosemont .....	22	7	Whitney .....	8	1
Roseneath .....	17	10	Wilkesport .....	13	2
Russell .....	26	12	Winchester .....	64	40
St. George .....	16	9	Winona .....	25	8
St. Helens .....	30	12	Wolfe Island .....	33	18
Sandwich .....	54	26	Woodbridge .....	26	20
Schomberg .....	20	9	Woodville .....	44	26
Scotland .....	14	10	Wooler .....	15	7
Schreiber .....	15	9	Wroxeter .....	26	14
Selkirk .....	31	12	Wyoming .....	41	25
Sharbot Lake .....	21	13	Yarmouth Heights .....	55	24
Shelburne .....	64	41	Zephyr .....	3	1
Solina .....	14	9	Zurich .....	14	10
Southampton .....	24	9			
South Indian .....	21	8			
South Mountain .....	19	10			
South River .....	18	8			
Sparta .....	17	10			
Spencerville .....	27	16			
Springfield .....	21	16			
Stayner .....	48	25			
Sunderland .....	27	15			
Stratton .....	42	8			
Stittsville .....	8	7			
Stony Creek .....	32	18			
Stouffville .....	35	19			
			Totals .....	9,125	4,934
			SUMMARY		
			Collegiate Institutes .....	7,151	5,037
			High Schools .....	6,403	4,006
			Other Places .....	9,125	4,934
			Grand Totals, 1912 .....	22,679	13,977
			Grand Totals, 1911 .....	22,198	13,027
			Increases .....	481	950



## APPENDIX D

## JUNIOR PUBLIC SCHOOL GRADUATION DIPLOMA EXAMINATION, 1912

Centre	Ex- amined	Passed	Centre	Ex- amined	Passed	Centre	Ex- amined	Passed
Alvinston.....	2	2	Glencoe .....	3	1	Orillia.....	6	4
Angus .....	11	9	Goderich .....	4	4	Ottawa .....	138	49
Arkona .....	1	.....	Hall's Bridge ..	4	.....	Port Dalhousie .	6	4
Aylmer.....	9	4	Ingersoll .....	5	2	Queensville ....	3	1
Blenheim .....	12	8	Jarvis .....	8	6	Renfrew .....	4	3
Bracebridge....	4	3	Kimberley .....	3	1	Ridgetown .....	3	2
Bridgeburg .....	3	3	King .....	4	.....	Rodney .....	10	6
Brigden .....	10	7	Kingsville .....	6	4	Schreiber .....	2	.....
Burford .....	6	1	Kintail .....	2	1	Schomberg .....	9	2
Caledon .....	3	2	Kleinburg .....	4	4	Selkirk .....	8	6
Chatham .....	7	5	Lefroy .....	2	2	Simcoe .....	1	1
Cobourg .....	2	2	London, East....	21	12	Sparta.....	1	1
Courtright....	10	6	Loring .....	1	.....	Sutton.....	4	1
Desbarats .....	2	.....	Lucan .....	2	1	Thamesford....	5	3
Dorchester ....	7	2	Maple .....	4	3	Thamesville ...	16	11
Drumbo .....	3	2	Marmora .....	6	3	Thessalon .....	2	.....
Dungannon....	3	3	Mattawa .....	6	4	Tiverton .....	7	7
Elmvale .....	5	4	Milverton .....	7	4	Tweed.....	4	1
Embro .....	3	1	Mount Pleasant.	4	1	Vankleek Hill ..	3	.....
Emo.....	2	2	New Liskeard...	4	1	Varna .....	1	1
Englehart .....	5	.....	Newmarket.....	2	.....	Zephyr .....	6	6
Florence.....	6	2	North Bay.....	1	.....			
Fingal.....	8	6	Oil Springs .....	8	8	Totals .....	474	245

## APPENDIX E

## RURAL SCHOOL LIBRARIES, OCT. 1st, 1911, TO OCT. 1st, 1912

Inspectorate	No. of schools purchasing books to the amount of \$10.00 dur- ing the year	Total amount expended in such schools during the year for books recommended	Total Govern- ment grant	No. of rural public school libraries in inspectorate	No. of libraries established during year
Algoma .....	8	\$ 136 54	\$ 59 10	38	4
Brant, etc .....	13	207 81	99 08	78	1
Bruce, East.....	22	603 93	182 99	67	13
Bruce, West .....	25	281 64	89 61	83	.....
Carleton, East .....	12	204 04	85 63	63	.....
Carleton, West, and Lanark, East. .	18	319 69	134 92	57	9
Dufferin .....	19	302 51	128 81	63	8
Dundas .....	35	426 92	206 17	74	.....
Elgin, East .....	42	457 92	224 40	78	.....
Elgin, West .....	13	142 00	69 60	26	.....
*Essex, North.....	.....	.....	.....	29	.....
Essex, South.....	29	411 94	199 64	79	.....
Frontenac, North, and Addington ...	6	68 65	34 14	65	4
Frontenac, South.....	10	103 87	50 91	90	1
Glengarry .....	16	213 36	104 55	56	9
Grey, East.....	17	230 33	108 10	66	5
Grey, South.....	20	219 39	107 52	71	.....
Grey, West.....	19	254 49	123 15	70	1
Haldimand.....	26	297 61	145 76	68	.....
Haliburton and Muskoka East.....	9	92 50	45 33	92	.....
Halton.....	12	182 98	78 31	46	5
Hastings, Centre .....	32	433 25	203 44	77	1
Hastings, North, South Nipissing and S. E. Parry Sound .....	12	154 44	75 69	92	1
Hastings, South .....	15	247 56	107 70	47	4
Huron, East .....	31	384 21	187 01	66	4
Huron, West .....	5	62 20	30 49	99	.....
Kenora and Thunder Bay, West.....	7	109 00	47 93	14	4

\*No report

## RURAL SCHOOL LIBRARIES, OCT. 1st, 1911, TO OCT. 1st, 1912—Concluded

Inspectorate	No. of schools purchasing books to the amount of \$10.00 during the year.	Total amount expended in such schools during the year for books recommended	Total Government grant	No. of rural public school libraries in inspectorate	No. of libraries established during year
Kent, East.....	11	\$ 148 90	\$ 67 74	65	2
Kent, West.....	16	185 83	88 66	61	.....
Lambton, East.....	15	229 73	101 10	86	7
Lambton, West.....	21	269 15	119 96	78	1
Lanark, West.....	33	358 13	175 32	52	26
Leeds and Grenville No. 1.....	2	35 00	14 90	80	.....
“ “ No. 2.....	19	231 30	113 34	79	2
“ “ No. 3.....	21	246 18	120 67	66	.....
*Lennox.....	.....	.....	.....	61	.....
Lincoln and Pelham Tp.....	34	522 68	243 61	74	2
*Manitoulin, etc.....	.....	.....	.....	11	.....
Middlesex, East.....	14	161 34	79 17	94	1
Middlesex, West.....	18	223 97	109 71	79	3
Muskoka, South and West.....	14	193 93	92 80	66	3
Norfolk.....	8	109 14	53 49	82	.....
Northumberland and Durham, No. 1.	28	317 50	155 60	64	3
“ “ No. 2.....	9	118 19	55 68	53	4
“ “ No. 3.....	15	253 98	107 65	51	4
Ontario, North, and N.E. Parry Sound	17	209 44	102 66	70	.....
Ontario, South.....	19	244 77	117 99	61	1
Oxford, North.....	16	262 37	109 77	50	.....
Oxford, South.....	5	63 00	30 88	50	.....
Parry Sound, South.....	17	220 79	105 04	69	1
Peel.....	14	152 16	74 48	68	1
Perth, North.....	51	625 58	305 24	67	3
Perth, South.....	17	246 37	113 30	43	3
Peterborough, East.....	35	397 43	194 78	71	.....
Peterborough, West, and Victoria, E.	5	82 00	39 40	31	2
Prescott and Russell.....	5	62 97	30 71	61	1
Prince Edward.....	2	20 00	9 80	72	1
Rainy River and Thunder Bay, E., etc.	.....	.....	.....	29	.....
Renfrew, North.....	26	459 27	193 97	52	15
Renfrew, South.....	23	600 74	202 22	75	14
Simcoe, East.....	7	108 20	53 03	48	1
Simcoe, North.....	14	189 50	92 89	60	3
Simcoe, South West.....	1	46 74	10 00	46	1
Stormont.....	29	469 39	211 16	75	9
*Sudbury, North Nipissing and N.W. Parry Sound.....	.....	.....	.....	.....	.....
Timiskaming.....	2	36 80	15 84	18	2
Victoria, West.....	20	246 10	120 55	73	.....
Waterloo No. 1.....	10	161 35	75 09	27	.....
“ “ No. 2.....	21	324 51	146 17	41	10
Welland.....	26	295 52	144 75	48	11
Wellington, North.....	5	70 00	29 60	33	1
Wellington, South.....	26	369 05	169 80	66	4
Wentworth.....	37	600 84	278 81	72	1
York, North.....	26	298 60	146 34	72	.....
York, South.....	20	270 79	126 86	60	6
Roman Catholic Schools:					
Inspector Finn.....	15	195 43	150 00	62	2
“ Jones.....	5	72 41	50 00	11	3
“ O'Brien.....	12	158 85	120 00	41	3
“ Power.....	1	10 28	10 00	1	.....
“ Sullivan.....	3	38 36	30 00	28	1
Totals, 1911-1912.....	1,283	17,763 34	8,240 51	4,707	232
Totals, 1910-1911.....	1,016	14,596 75	7,978 35	4,418	235
Increases.....	267	3,166 59	262 16	289	.....
Decrease.....	.....	.....	.....	.....	3

\*No report

## APPEN-

## FIFTH CLASSES,

Inspectorate	Name of School (In the case of rural schools the section number and the name of the township are given)		Post Office
Brant .....	1	8 Burford .....	Burford .....
	2	7 Brantford .....	Burtch .....
Bruce, East .....	3	14 Carrick .....	Mildmay .....
	4	1 Eastnor .....	Lion's Head .....
Bruce, West .....	5	Tiverton .....	Tiverton .....
Dundas .....	6	1 Mountain .....	South Mountain .....
	7	22 Mountain .....	Mountain .....
	8	4 Winchester .....	Ormond .....
Elgin, East .....	9	16 Bayham .....	Corinth .....
	10	18 Malahide .....	Aylmer .....
	11	9 Southwold .....	Shedden .....
	12	12 Southwold .....	Fingal .....
	13	6 Southwold .....	Talbotville .....
	14	11 Southwold .....	Fingal .....
	15	17 Southwold .....	Lawrence Station .....
	16	7 Yarmouth .....	Sparta .....
Elgin, West .....	17	Port Stanley .....	Port Stanley .....
	18	7 Aldborough .....	Kintyre .....
	19	10 Aldborough .....	Clachan .....
Essex, South .....	20	Kingsville .....	Kingsville .....
Grey, East .....	21	3 Euphrasia .....	Kimberley .....
Grey, West .....	22	Chatsworth .....	Chatsworth .....
Haliburton .....	23	1 Anson .....	Minden .....
Hastings, North, Parry Sound, North-East, etc.	24	1 McConkey and Wilson ..	Loring .....
	25	6 South Himsworth .....	Trout Creek .....
Hastings, Centre .....	26	Marmora .....	Marmora .....
Hastings, South .....	27	11 Sidney .....	Frankford .....
Huron, West .....	28	Hensall .....	Hensall .....
	29	16 Stephen .....	Dashwood .....
	30	7 Hay .....	Zurich .....
	31	8 Ashfield .....	Dungannon .....
	32	12 Ashfield .....	Laurier .....
	33	14 Stanley .....	Kippen .....
Kent, East .....	34	12 Camden .....	Thamesville .....
	35	13 Chatham .....	Wallaceburg .....
	36	11 Harwich .....	Guilds .....
	37	134 " .....	Rond Eau .....
	38	10 Howard .....	Selton .....
	39	3 and 4 Orford .....	Duart .....
	40	2 Zone .....	Thamesville .....



## DIX F

1911-1912

Teachers			Pupils		Grade of Fifth Class			Total Value of Approved Equipment	Government Grant
Name of Principal and Degree	Professional Certificate	Annual Salary, 1912	No. of Pupils.	Average Daily Attendance	A	B	C		
1 B. T. Dickson .....	II	\$ 800	13	11	1	....	....	\$ 433 05	\$ 149 16
2 W. F. Young .....	II	600	3	2	....	1	....	64 05	41 40
3 John T. Kidd .....	II	850	4	3	....	1	....	169 75	109 97
4 Norma M. Fenton .....	II	550	5	4	....	1	....	59 31	38 43
5 E. H. Glenn .....	I	750	6	5	....	....	1	99 58	124 95
6 Eldrin W. Moss .....	II	675	5	2	....	1	....	108 48	64 59
7 Esther Bates .....	II	600	12	9	1	....	....	299 70	79 47
8 Margaret P. Chester .....	II	600	5	3	....	1	....	152 36	47 73
9 David Knight .....	II	650	4	2	....	1	....	89 59	51 45
10 Lillie M. Bearss .....	II	500	3	2	....	....	1	86 66	28 66
11 Margaret McKenzie .....	II	700	3	2	....	1	....	159 25	65 92
12 Bessie Waters .....	II	650	3	2	....	1	....	125 06	47 50
13 Annie Harrow .....	II	550	5	3	....	....	1	100 30	32 53
14 Margaret McLennan .....	II	575	5	3	....	....	1	123 05	34 80
15 Alice Auckland .....	II	550	3	2	....	....	1	93 12	30 56
16 Austin Ryan .....	II	650	4	3	1	....	....	177 95	80 29
17 W. C. Dainty .....	II	750	3	3	....	1	....	391 70	139 97
18 Edith Bauden .....	II	565	4	2	....	....	1	224 43	45 54
19 J. E. McLarty .....	II	700	9	6	....	1	....	361 29	97 42
20 W. J. Elliott .....	I	1,100	10	7	1	....	....	298 95	244 89
21 Joshua H. Johnston .....	II	700	10	7	1	....	....	128 06	97 80
22 John A. Norton .....	II	750	6	4	....	....	1	110 75	116 07
23 John G. Staples .....	II	650	15	10	....	1	....	245 20	74 25
24 Alva R. Bennett .....	II	900	6	3	....	1	....	158 83	205 98
25 Robert Ingram .....	II	700	4	2	....	1	....	134 67	111 92
26 Jessie Kelso .....	I	700	5	4	1	....	....	200 35	145 03
27 John M. Bell .....	II	800	10	8	1	....	....	387 86	151 16
28 Wm. MacKay .....	II	800	10	7	1	....	....	208 42	165 84
29 George W. Shore .....	II	900	17	15	1	....	....	286 00	173 60
30 W. Grant Beaton .....	II	850	7	6	....	1	....	186 67	112 94
31 Frederick Ross .....	II	675	5	3	....	1	....	102 71	56 37
32 Chas. J. MacGregor .....	II	550	4	3	....	....	1	163 41	37 09
33 Wm. H. Johnston .....	II	650	5	2	....	....	1	177 49	51 74
34 Lila Gregory .....	I	580	5	4	....	....	1	112 69	45 26
35 Lettie A. Howe .....	II	550	2	2	....	....	1	134 98	36 74
36 John M. McDonald .....	II	700	2	2	....	....	1	162 50	63 75
37 Lizzie Noack .....	II	600	3	3	....	....	1	143 20	39 32
38 Arthur Love .....	II	625	3	2	....	....	1	96 61	34 66
39 Annie M. Blue .....	II	600	9	6	....	1	....	161 38	50 28
40 Albert Rush .....	II	575	5	3	....	....	1	258 27	43 42

## FIFTH CLASSES,

Inspectorate		Name of School (In the case of rural schools, the section number and the name of the township are given)	Post Office
Lambton, East.....	41	3 Dawn .....	Rutherford .....
	42	17 & 12 Dawn and Camden	Florence.....
	43	5 Euphemia .....	Florence.....
Lambton, West.....	44	Courtright.....	Courtright.....
	45	11 Moore .....	Brigden .....
Lanark, West .....	46	12 Bathurst .....	Fallbrook .....
Leeds and Grenville, No. 3.....	47	1 and 5 Oxford.....	Burritt's Rapids .....
Lincoln and Pelham Tp.....	48	9 Pelham.....	Fenwick.....
	49	1 Clinton and 2 Louth .....	Jordan Harbour .....
	50	2 Clinton and 3 Louth .....	Vineland.....
Manitoulin, etc.....	51	3 Dennison, Drury & Graham	Victoria Mines .....
	52	Massey .....	Massey .....
Middlesex, East.....	53	2 Delaware .....	Delaware.....
	54	9 and 14 Dorchester .....	Avon .....
Norfolk .....	55	Delhi .....	Delhi .....
	56	10 Houghton .....	Kinglake .....
Northumberland and Durham, No. 1.	57	20 Darlington.....	Solina .....
Ontario, North .....	58	5 Scott.....	Zephyr .....
Ontario, South .....	59	4 (West) Pickering .....	Pickering.....
Oxford, North.....	60	4 & 8 Blenheim & Blandford	Bright.....
	61	Embro .....	Embro .....
	62	10 E. Zorra.....	Innerkip .....
	63	1 and 5 E. Nissouri and N. Oxford.....	Thamesford.....
Oxford, South .....	64	2 Dereham .....	Salford .....
Parry Sound, South.....	65	U. 1 Chapman.....	Magnetawan .....
	66	South River.....	South River.....
	67	Sundridge .....	Sundridge .....
Peel.....	68	Bolton .....	Bolton.....
Perth, North.....	69	Milverton .....	Milverton.....
	70	10 Elma.....	Atwood.....
	71	8 Mornington .....	Millbank .....
	72	U.20 Mornington .....	Dorking .....
Perth, South.....	73	7 Downie .....	Avonton .....
Prince Edward .....	74	Bloomfield .....	Bloomfield.....
	75	11 Ameliasburg.....	Mountain View.....
Rainy River, etc.....	76	Rainy River.....	Rainy River .....
Renfrew, North .....	77	7 Westmeath .....	Beachburg .....

1911-1912—Continued

Teachers			Pupils		Grade of Fifth Class			Total Value of Approved Equipment	Government Grant
Name of Principal and Degree	Professional Certificate	Annual Salary, 1912	No. of Pupils	Average Daily Attendance	A	B	C		
		\$						\$ c.	\$ c.
41 Lillian Braithwaite .....	II	600	6	5	....	....	1	70 24	30 77
42 Mabel Brock .....	II	600	5	3	....	....	1	62 70	28 77
43 Lillian Pell .....	II	600	13	8	1	....	....	181 58	76 90
44 A. W. Kelly .....	II	800	8	7	....	1	....	139 18	128 91
45 W. E. Jarrott .....	II	775	19	13	1	....	....	232 60	126 86
46 Margaret Gordon .....	II	550	5	4	....	1	....	150 00	46 87
47 Eldon Percival .....	II	625	3	2	....	1	....	142 61	67 86
48 E. W. Farr .....	II	725	4	2	....	1	....	141 67	75 26
49 Frank Newhouse .....	II	800	6	4	....	1	....	2,473 00	98 70
50 Mary E. Fennell.....	II	600	5	3	....	1	....	167 32	50 48
51 Angus Cameron .....	II	900	9	8	1	....	....	344 44	320 68
52 Walter Steele.....	I	1,000	12	8	1	....	....	474 87	.....
53 Isabella J. Wyatt .....	II	650	8	5	....	1	....	96 85	59 68
54 James W. Hogarth.....	II	600	8	5	....	1	....	148 15	49 16
55 Clarence B. Price .....	II	800	9	7	1	....	....	263 47	163 84
56 George Priddle .....	II	550	3	3	....	....	1	56 94	26 94
57 R. J. McKessock.....	II	550	5	2	....	....	1	130 00	34 87
58 J. W. Rynard .....	II	650	8	7	....	1	....	68 81	56 88
59 Alfred J. Green .....	II	750	18	15	1	....	....	137 58	106 25
60 M. Walton.....	II	750	7	5	....	....	1	202 59	78 85
61 H. C. Fair.....	II	800	4	2	....	....	1	328 30	148 93
62 Keith S. Wightman .....	II	750	6	4	....	....	1	312 28	101 22
63 J. A. McDonald .....	I	900	8	6	....	....	1	316 72	126 67
64 Mary P. Morrison .....	I	600	7	4	....	1	....	57 61	50 76
65 Thos. Dowler .....	II	750	3	2	....	1	....	188 40	197 68
66 J. P. Archibald .....	II	700	8	6	1	....	....	271 41	284 28
67 J. S. Pringle.....	II	700	10	4	1	....	....	147 00	259 40
68 George A. Clayton .....	II	800	12	10	1	....	....	534 62	187 45
69 Norman P. Boyce .....	II	800	13	10	1	....	....	284 86	173 48
70 Thos. G. Ratcliffe .....	II	650	6	3	....	1	....	74 50	49 95
71 Annie C. Ross.....	II	510	4	3	....	....	1	61 20	26 62
72 Mary F. McKay.....	II	600	2	2	....	....	1	61 04	29 85
73 Rachael Kirk .....	II	600	3	2	....	....	1	134 81	37 23
74 Mabel Cattanaeh' .....	II	600	3	2	1	....	....	140 00	99 00
75 Nellie M. Werden .....	I	700	3	2	....	....	1	165 00	74 00
76 Emerson Snyder .....	I	1,200	8	6	1	....	....	340 50	486 20
77 H. S. Montgomery.....	II	750	13	7	....	1	....	211 94	101 19



## FIFTH CLASSES,

Inspectorate	Name of School (In the case of rural schools the section number and the name of the township are given)	Post Office
Simcoe, East..... 78	Victoria Harbour.....	Victoria Harbour.....
79	12 Tay.....	Waubashene.....
Simcoe, South-West..... 80	10 West Gwillimbury.....	Newton Robinson.....
81	3 Sunnidale.....	Brentwood.....
82	5 Tossorontio.....	Lisle.....
Stormont..... 83	19 Osnabruck.....	Newington.....
Thunder Bay, Sudbury, etc..... 84	1 Schreiber.....	Schreiber.....
85	1 Chapleau.....	Chapleau.....
Victoria, West..... 86	U.1 Bexley.....	Cobococonk.....
Waterloo, No. 1..... 87	Hespeler.....	Hespeler.....
Waterloo, No. 2..... 88	13 Wilmot.....	Baden.....
Welland..... 89	*Port Colborne.....	Port Colborne.....
90	Fort Erie.....	Fort Erie.....
Wellington, North..... 91	Clifford.....	Clifford.....
Wellington, South..... 92	2 Eramosa.....	Eramosa.....
93	7 West Garafraxa.....	Belwood.....
Wentworth..... 94	3 Barton.....	Hamilton.....
95	5 Beverly.....	Troy.....
96	1 Saltfleet.....	Winona.....
97	3 Saltfleet.....	Stony Creek.....
98	9 Flamboro', West.....	Strabane.....
York, North..... 99	6 Vaughan.....	Maple.....
100	17 Vaughan.....	Kleinburg.....
101	19 King.....	Nobleton.....
102	15 King.....	Lloydton.....
103	2 King.....	King.....
104	23 King.....	King.....
105	12 Whitchurch.....	Bethesda.....
York, South..... 106	Sutton West.....	Sutton, West.....
R. C. Separate Schools..... 107	2 Ashfield.....	Kintail.....
108	5 Sombra.....	Port Lambton.....
109	Wallaceburg.....	Wallaceburg.....
110	16 Cornwall.....	St. Andrews West.....
111	7 Bromley.....	Douglas.....
112	Mattawa.....	Mattawa.....
Totals.....	.....	.....

\* Half year only.

## 1911-1912—Concluded

Teachers			Pupils		Grade of Fifth Class			Total Value of Approved Equipment	Government Grant.
Name of Principal and Degree	Professional Certificate	Annual Salary, 1912	No. of Pupils	Average Daily Attendance	A	B	C		
78 J. A. Gillespie.....	II	\$ 850	11	10	1	.....	.....	\$ 183 06	\$ c. 170 80
79 Wm. McKaughan,.....	II	800	6	3	1	.....	.....	169 33	139 48
80 Marie Biggar .....	II	550	6	5	.....	1	.....	225 90	53 84
81 Florence Maxwell.....	II	625	5	4	.....	.....	1	208 25	49 42
82 George Wilson, .....	II	650	6	4	.....	.....	1	221 72	62 17
83 Amanda Donaldson,.....	II	550	5	2	.....	1	.....	140 19	46 51
84 George A. Evans .....	III	1,200	3	2	1	.....	.....	147 80	379 56
85 Edward S. Stephenson....	II	1,400	9	7	1	.....	.....	363 73	420 62
86 T. C. Birchard .....	II	650	7	5	.....	1	.....	145 71	57 07
87 James D. Ramsay .....	II	1,200	5	4	1	.....	.....	154 04	220 40
88 Enoch Eby.....	II	800	3	2	1	.....	.....	91 88	109 18
89 Wm. L. Bowden .....	I	1,000	7	5	1	.....	.....	157 75	109 68
90 Thos. M. Dodds .....	II	750	6	3	1	.....	.....	116 51	119 15
91 Donald Mackenzie.....	II	1,000	5	3	1	.....	.....	300 08	*351 52
92 James W. Benham.....	II	600	5	2	.....	.....	1	134 50	37 20
93 Mabel Money .....	I	675	6	3	.....	1	.....	133 00	84 40
94 Edith T. Dunlop.....	II	600	4	3	.....	1	.....	280 07	58 50
95 John Hay .....	II	800	6	4	1	.....	.....	175 17	117 51
96 W. B. Johnston, B.A. ....	II	850	6	3	1	.....	.....	122 50	122 25
97 Ethel B. Walker.....	I	700	15	8	1	.....	.....	203 57	107 85
98 Gordon A. Campbell .....	II	600	11	8	.....	1	.....	153 55	50 35
99 Cyrus M. Rowe.....	II	625	6	4	1	.....	.....	136 11	76 11
100 Annie McClure.....	II	600	2	2	.....	1	.....	147 81	48 03
101 Ada V. Neelands .....	II	600	4	3	.....	1	.....	144 23	47 52
102 Rudy I. Kilty.....	I	600	11	8	.....	1	.....	134 48	58 44
103 John R. Miller .....	II	600	5	3	.....	1	.....	149 72	49 97
104 Walter Rolling .....	II	640	3	2	.....	.....	1	144 58	49 05
105 Isaac Pike .....	II	600	5	3	.....	.....	1	96 83	32 18
106 Peter O. Nelson.....	II	700	13	9	1	.....	.....	96 11	124 61
107 Sister M. Vincent .....	II	560	7	5	.....	1	.....	556 98	71 32
108 Mary Jordan .....	II	500	4	3	.....	.....	1	118 76	31 87
109 Mother M. Stella.....	II	515	5	4	1	.....	.....	464 32	97 10
110 Sister St. George.....	II	400	13	12	1	.....	.....	351 63	56 15
111 Sister St. Helen.....	II	500	22	19	1	.....	.....	320 28	87 02
112 Sister M. of the Assumption	II	600	8	6	1	.....	.....	292 00	318 40
.....	.....	† 700	761	536	39	40	33	23,474 62	†11,446 12

\*Including grant for preceding year.

† Average salary.

‡ In addition there was paid on equipment the sum of \$186.08 to schools that did not qualify as Fifth Classes in 1911-1912.

## APPENDIX G—PROCEEDINGS FOR 1912

### INSTRUCTIONS TO INSPECTORS

Revised 1912

(Instructions No. 12)

#### Apportionment of the Legislative Grant to Rural Public and Separate Schools in the Organized Counties of Ontario for the Calendar Year 1912

Under the Department of Education Act of 1909 as amended in 1910, the Legislative Grants to the Rural Public and Separate Schools in the organized Counties of Ontario will first be divided by the Department of Education between these Schools, on the basis of average attendance, and will then be apportioned amongst said Rural Public and Separate Schools respectively, on the report of the Inspectors, in accordance with the following regulations:

##### General Instructions

On receipt of this circular, the Public and Separate School Inspectors shall procure from School Boards and County and Township Clerks the data necessary to fill in the official returns on which the ensuing apportionment of the Grant will be made by the Department of Education and the forms for which will be sent to each Inspector. All such data as above shall be certified by the official concerned. The Inspector shall see that they are properly made out and shall retain them for at least one year as the authority for his official report. The Public Schools Act provides that the Legislative grants for the calendar year shall be payable by the Minister of Education on or before the 1st day of August. It will, accordingly, be necessary for the Inspector to act as expeditiously as possible in procuring the information he may need, so that he may make his report to the Department of Education *not later than June 22nd*.

##### Assessments and Sections

(1) The average section assessment of the township hereinafter referred to is the quotient obtained by dividing by the number of school sections in the township the total assessed value of the township as fixed by the last made county equalization.

(2) For the above computation:—

- (a) The lands of the supporters of each Separate School shall be counted as a section in forming the divisor.
- (b) A union section shall be counted as belonging to the township in which the school building is situated, and the assessed value of the portion of the other township or townships completing said union section shall be added to the dividend (see Public Schools Act of 1909, section 79).
- (c) When there are two schools in a section, the section shall be counted as two sections in forming the divisor.

##### SCHEME OF APPORTIONMENT

The total yearly apportionment to each school, *not including Continuation Schools*,\* shall be the sum of the grants to which it is entitled under the following regulations:

\*NOTE.—The name "Continuation School" is applied, not to the whole public or separate school, but to the particular division or divisions thereof in which Continuation School work is taught.



### I. Fixed Grants

Where the average section assessment of the township, as defined above, is less than \$30,000.00, each school shall receive a fixed grant of \$30.00; where it is at least \$30,000.00 and less than \$40,000.00, the fixed grant shall be \$25.00; and where it is at least \$40,000.00 and less than \$50,000.00, it shall be \$20.00. Where it is \$50,000.00 or more there shall be no fixed grant.

### II. Grants on Salaries

(1) Each school shall receive 40 per cent. of the amounts paid in teachers' salaries each school year (beginning in August and ending in June) up to maximum of \$600.00 salary in the case of each teacher, the computation beginning as follows:

(a) At \$150.00 for a principal teacher and at \$100.00 for each assistant teacher where the average section assessment, as defined above, of the township where the school is situated is less than \$30,000.00;

(b) At \$200.00 for a principal and at \$150.00 for each assistant where said assessment is at least \$30,000.00 and less than \$40,000.00;

(c) At \$250.00 for a principal and at \$150.00 for each assistant where said assessment is at least \$40,000.00 and less than \$60,000.00;

(d) At \$350.00 for a principal and at \$250.00 for each assistant in the case of all other assessments.

(2) Where the teacher performs all the duties of caretaker the Inspector shall deduct from the amount paid him for his services as teacher and caretaker a sum not exceeding \$25.00 in any one case, and where he performs part of the duties a proportionate amount of \$25.00.

### III. Grants on the Teachers' Qualification

The following grants shall be paid on the basis of the grade of the teacher's professional certificate and the length of his successful experience, *the competency of each such teacher being duly attested by the County or Provincial Inspector, as the case may be, of the school for which such grant is claimed.* For teachers employed for the whole academic year the full grant shall be paid in each case, and the grant shall be one-half the amount if the teacher with the certificate has taught for less than a year, but for at least one term.

(1) If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July the first next,

(a) For a First Class Certificate ..... \$40

(b) For a Second Class Certificate ..... 25

(2) If said experience shall have been less than five years on the same date,

(a) For a First Class Certificate ..... \$30

(b) For a Second Class Certificate ..... 15

NOTE.—It is the policy of the Department of Education that as soon as practicable the lowest grade of certificate in the rural municipalities shall be an interim second class, and that the employment of successful teachers with higher certificates and longer experience shall be encouraged. The grant on interim second class certificates will accordingly be gradually withdrawn, and such modifications made in the grants on the other certificates as the conditions of education may justify.

### IV. Pro Rata Reduction

*If the amount voted by the Legislature is insufficient to pay in full the grants provided for in I, II and III above, the Minister may make a pro rata reduction.*

### V. Grants on Equipment and Accommodations

By section 90 (1) of the Public Schools Act of 1909 each County Council must raise the equivalent of the Legislative grant to the County for equipment and the accommodations.

(1) The Legislative grant on the equipment and the accommodations is distributed by the Minister as follows:

The total amount apportioned is divided by the total number of teachers in the Rural Public and Separate Schools, not including the teachers of Continuation Schools; and the quotient thus obtained, multiplied by the number of teachers in each inspectorate, gives the Legislative grant payable for the inspectorate.

For this computation each Principal is reckoned as a unit and each assistant as a half if the school has been open for the whole school year; but each principal shall be reckoned as a half and each assistant as a quarter if the school or the assistant's class, as the case may be, has been open for less than a year but not less than half a year.

(2) The grant to each Inspectorate shall be sub-apportioned by the Inspector in accordance with the instructions of Circular No. 33, 1910, as to the grading of the accommodations; and the items of the equipment provided in each school in accordance with said circular shall be those on the value of which he will reckon the percentage. The special equipment for Continuation Schools or Fifth Forms shall not be included.

(3) Out of the combined Legislative and County grants each school shall receive 10 per cent. of the approved value of the equipment up to a maximum grant of \$20.00 for each Principal and of \$2.50 additional for each assistant.

(4) Out of the combined Legislative and County grants, each school shall receive a grant on the character of its accommodations, the maximum being \$30.00 for a one-teacher school, \$45.00 for a two-teacher school, and \$60.00 for a school with more than two teachers, in accordance with the following scheme:

Grade	One teacher				Two teachers				Three teachers and over			
	I	II	III	IV	I	II	III	IV	I	II	III	IV
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
Closets.....	4 00	3 00	2 00	1 00	6 00	4 50	3 00	1 50	8 00	6 00	4 00	2 00
Water supply.....	2 00	1 50	1 00	50	2 00	1 50	1 00	50	3 00	2 25	1 50	75
School grounds.....	4 00	3 00	2 00	1 00	5 00	3 75	2 50	1 25	6 00	4 50	3 00	1 50
School buildings.....	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Class rooms.....	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Halls.....	.....	.....	.....	.....	2 00	1 50	1 00	50	3 00	2 25	1 50	75
Cap rooms.....	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Private rooms.....	1 00	75	50	25	1 50	1 10	75	40	2 00	1 50	1 00	50
Desks.....	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Blackboards.....	1 00	75	50	25	1 50	1 10	75	40	2 00	1 50	1 00	50
Lighting.....	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Heating.....	4 00	3 00	2 00	1 00	6 00	4 50	3 00	1 50	8 00	6 00	4 00	2 00
Ventilation.....	4 00	3 00	2 00	1 00	6 00	4 50	3 00	1 50	8 00	6 00	4 00	2 00
	30 00	22 50	15 00	7 50	45 00	33 70	22 50	11 30	60 00	45 00	30 00	15 00

(5) When a Union School Section is composed of portions of townships in different counties, the grant to its school from each county shall, as far as practicable, be that fraction of the Legislative grant payable to said school which the



assessed value of the portion of the section within the county is of the whole assessed value of the section, according to the equalization made by the assessors, as provided in section 29 of the Public Schools Act of 1909.

(6) When the amount of the Legislative and County grants is insufficient to provide for each school the sums required under the foregoing regulations, the Inspector shall make a *pro rata* deduction from the total grant to each school; and where there is a balance over after making the provision for each school as required by the said regulations, he shall make a *pro rata* addition to the total grant to each school.

(7) (a) *In order that the County Council may be duly notified before its June meeting of the amount it must raise as the equivalent of the Legislative grant on equipment and accommodations, each Inspector shall notify the Minister not later than May 9th of the number of teachers in his Inspectorate reckoned as in (1) above.*

(b) *When the Inspector has rural Schools in different counties he shall make a separate return for each county.*

#### VI. Time of Payment of the Grants

The Department of Education Act provides for the payment of the Legislative grants to the counties concerned before August 1st. Said grants shall be forthwith payable to the respective Boards of Rural Public and Separate School Trustees, except the grant on the equipment and the accommodations, which, with the equivalent County grant, shall be payable as the Inspector may arrange, but not later than December 1st. If said grants on equipment and accommodations are payable to the Township Treasurer, the Inspector shall notify the County Treasurer of the amount due the Township Treasurer on this account.

#### VII. Grants to Assisted Schools

The grant to Assisted Schools will be apportioned to the Public and Separate Schools respectively on the report of the Inspector, who shall supply, in a form to be obtained from the Minister, the details necessary to enable him to form a proper judgment as to the merits of each application.

#### VIII. Special Grant for Rural School Libraries

(1) The special grant in aid of Rural School Libraries will be apportioned amongst the Rural Public and Separate Schools respectively of the whole Province, not including Continuation Schools or Fifth Classes as an additional percentage on the value of all library books purchased between October 1st, 1911, and October 1st, 1912, provided no school receives more than \$10.00, and provided no purchase is less than \$10.00. *The books shall also have been approved by the Inspector as especially suitable for the pupils' use.*

(2) All applications for this grant must be made by the Trustees through the Inspector, on or before the 15th day of October. The Trustees shall supply the Inspector with all the information he may require in regard to the purchase of the books, including vouchers from the booksellers.

(3) The Inspector shall make application to the Department of Education on a form to be provided, which must be forwarded to the Department of Education not later than the first day of November.

February 1st, 1912.



## INSTRUCTIONS TO INSPECTORS

Revised 1911

(Instructions No. 13)

### Apportionment of the Legislative Grant to Rural Public and Separate Schools in the Districts of Ontario for the Calendar Year

#### Statutory Provisions

Under the Department of Education Act of 1909, as amended in 1910, the Legislative Grants to the Rural Public and Separate Schools in the Districts will first be divided by the Department of Education between these schools on the basis of average attendance, and will then be apportioned amongst said Rural Public and Separate Schools respectively, on the report of the Inspectors, in accordance with the following Regulations:

(1) Subject to the Regulations all sums of money appropriated as a general grant for the Rural Public and Separate Schools shall be apportioned by the Minister amongst such Rural Schools on the basis of the salaries paid to the teachers, the value of the equipment, the character of the accommodations, the grade of the teachers' professional certificates, the length of their successful experience, and the amount of the assessments.

(2) Subject to the Regulations the grants so apportioned to Rural Public and Separate Schools in Provisional Judicial Districts shall be paid to the respective boards of Trustees on or before the 1st day of August in each year or in two equal instalments, the first on or before the 1st day of August, and the second on or before the 1st day of December.

#### General Instructions

The information herein contained is now communicated to the District Inspectors in order that they may procure from School Boards and Township Clerks the data necessary for the official returns on which the distribution will be made by the Minister.

#### Certification of Returns

All returns from School Boards shall be certified by the Secretary or Secretary-Treasurer; those from the Township Clerks shall be certified by these officials; and said returns shall be retained by the Inspector for at least one year as his authority for his official report.

#### Payment of the Instalments

The Department of Education Act provides for the payment of the Legislative Grant in two equal instalments on or before the first days of August and December in each year. It will accordingly be necessary for the Inspector to act as expeditiously as possible in procuring the information he may need, so as to transmit to the Department of Education the official forms completely filled in, *not later than June 22nd*.

Before payment of the second instalment is made the Inspector will, *not later than the 15th day of November*, furnish the Department with a Supplementary Report confirming his June Report, or recommending such alterations therein as the situation may then render necessary.

All schools which have been open for less than *four and one-half months* in the first term shall be reported by the Inspector in his November report on Forms 139 for organized and 141½ for unorganized Townships (Form 141½*a* is only to be used for the purpose of amending the June recommendations), and shall be paid the full proportion of the Legislative Grant to which they are entitled, at the time the second instalment is paid, except in special cases where the Inspector is able to report that such schools intend to remain open so as to complete the prescribed time before the opening of the second term, in which case the grant will be included with the first instalment and the cheque sent to the Inspector's care, to be held by him until such time as the schools in question have completed the specified time.

### Assessments and Sections

(1) In the case of *organized townships* the average section assessment of the township hereinafter referred to is the quotient obtained by dividing by the number of school sections in the township the average of the total assessed values of the township for the three years next preceding the year of distribution.

(2) For the above computation:—

(a) The lands of the supporters of each Separate School shall be counted as a section in forming the divisor.

(b) A union section shall be counted as belonging to the township in which the school building is situated and the assessed value of the portion of the other township of townships completing said union section shall be added to the dividend (see Public Schools Act of 1909, sections 29 and 35).

(c) When there are two schools in a section, the section shall be counted as two sections in forming the divisor.

(3) In the case of *unorganized townships*, the average section assessment hereinafter referred to shall be computed on the average of the total assessed values of the section for three years next preceding the year of distribution.

(4) If, in any year, the assessment of 1906 is reduced in any case, such reduction shall not be recognized by the Department of Education unless satisfactory reasons are submitted, through the Inspector, for said reduction.

### SCHEME OF DISTRIBUTION

The Inspector shall give in his June return and also in his November report the total *yearly* apportionment to each school, *not including Continuation Schools*,\* and the amount due to each shall be the sum of the Grants to which it is entitled under the following regulations:

A proportionate reduction of the total yearly Grant, however, shall be made in respect of those schools which failed to remain open and in effective operation the whole year, by reducing such amount one-tenth for each month the schools were closed, and no school shall be entitled to receive a Grant which has been open less than four and one-half months.

The Inspector in proportioning the Grants to such schools as were not open the whole year shall base his calculations on the school year of ten months.

#### I. Fixed Grants

When the average section assessment, as defined above, is less than \$20,000, each school shall receive a fixed grant of \$40; when it is at least \$20,000, but less

\*The term "Continuation School" applies, not to the whole public or separate school, but to the particular division or divisions thereof in which Continuation School work is taught.

than \$30,000, the fixed grant shall be \$30; when it is at least \$30,000, but less than \$40,000, the fixed grant shall be \$25; and where it is at least \$40,000, but less than \$50,000, the fixed grant shall be \$20; where it is \$50,000 or over, there shall be no fixed grant.

## II. Grants Payable on Teachers' Salaries

Each school shall receive 40 per cent. of the amounts paid in teachers' salaries during the calendar year, up to a maximum of \$600 salary in the case of each teacher, the computation beginning as follows:

(1) At \$100, where the average section assessment, as defined above, is less than \$20,000.

(2) At \$150 for a principal and \$100 for an assistant where the average section assessment, as defined above, is \$20,000 or over.

## III. Grants on the Teachers' Qualifications

The following grants shall be paid on the basis of the grades of the teachers' professional certificates and the length of their successful experience, *the competency of each teacher being attested by the Inspector of the school for which such grant is claimed.*

(1) If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next:

(a) For a Provincial Professional First Class Certificate ..... \$50

(b) For a Provincial Professional Second Class Certificate ..... 40

(2) If said experience shall have been less than five years on the same date:

(a) For a Provincial Professional First Class Certificate ..... \$40

(b) For a Provincial Professional Second Class Certificate ..... 30

(c) For a Professional Third Class (both permanent and limited) or  
a Provincial Ungraded Permanent Certificate ..... 25

(d) For a Professional District Certificate ..... 20

## IV. Pro Rata Reduction

If the amount voted by the Legislature is insufficient to pay in full the grants provided for in I, II and III above, the Minister may make a *pro rata* reduction.

## Grants on Equipment and Accommodations

(1)—(a) Where the average section assessment, as defined above, is under \$20,000, each school shall receive a grant of \$30; and where it is at least \$20,000 and under \$30,000, a grant of \$25, said grants to be applied to the improvement of the equipment and accommodations.

(b) The above grants for the improvement of equipment and accommodations shall be expended by the School Boards under the advice of the Inspector: and the improvements, with the items of expenditure, shall be reported to him by the School Boards before August 1st of the year next following the receipt of the grant.

(2) Where the average section assessment, as defined above, is \$30,000 or over, a grant will be made by the Minister to each Inspectorate at the rate of \$20 for each principal, and \$2.50 for each assistant (*not including the teachers of Continuation Schools*), where the school has been in effective operation for at least one term, and the total sum of said grants shall be sub-apportioned by the Inspector concerned amongst his schools with said assessment on the basis of the value of the equipment and the character of the accommodations in accordance with the following scheme:



(a) Each school shall receive 10 per cent. of the approved value of the equipment up to a maximum of \$20 for each Principal and \$2.50 additional for an assistant; the items of the equipment on which the valuation is made being those prescribed in Circular No. 33, 1907, and provided in the school. *The special equipment for Continuation Schools and Fifth classes shall not be included.*

(b) Each school shall receive a grant on the character of its accommodations, the maximum being \$30 for a one-teacher school, \$45 for a two-teacher school, and \$60 for a school with more than two teachers, in accordance with the provisions of Circular No. 33, 1907, in regard to accommodations, and in accordance with the following scheme:

Grade	One teacher				Two teachers				Three teachers and over			
	I	II	III	IV	I	II	III	IV	I	II	III	IV
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
Closets .....	4 00	3 00	2 00	1 00	6 00	4 50	3 00	1 50	8 00	6 00	4 00	2 00
Water supply .....	2 00	1 50	1 00	50	2 00	1 50	1 00	50	3 00	2 25	1 50	75
School grounds .....	4 00	3 00	2 00	1 00	5 00	3 75	2 50	1 25	6 00	4 50	3 00	1 50
School buildings .....	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Class rooms .....	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Halls .....	.....	.....	.....	.....	2 00	1 50	1 00	50	3 00	2 25	1 50	75
Cap rooms .....	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Private rooms .....	1 00	75	50	25	1 50	1 10	75	40	2 00	1 50	1 00	50
Desks .....	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Blackboards .....	1 00	75	50	25	1 50	1 10	75	40	2 00	1 50	1 00	50
Lighting .....	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Heating .....	4 00	3 00	2 00	1 00	6 00	4 50	3 00	1 50	8 00	6 00	4 00	2 00
Ventilation .....	4 00	3 00	2 00	1 00	6 00	4 50	3 00	1 50	8 00	6 00	4 00	2 00
	30 00	22 50	15 00	7 50	45 00	33 70	22 50	11 30	60 00	45 00	30 00	15 00

(c) When the amount of the Legislative Grant to the inspectorate is insufficient to provide for each school the sums required under the preceding regulations, the Inspector shall make *pro rata* deduction from the total grant to each school; and where there is a balance over after making the provision for each school as required by the said regulations, he shall make a *pro rata* addition to the total grant to each school.

(d) In order that the Department may apportion the correct amount to each Inspectorate for the grant for equipment and accommodations, each District Inspector shall notify the Minister not later than July 1st of the number of teachers in his Inspectorate reckoned as in (2) above.

(e) A return of the total grant on equipment and accommodations as sub-apportioned by the Inspector to each school shall be made by him to the Department of Education, not later than November 1st, and shall be payable by the Minister not later than December 1st, direct to the School Board.

Grants to Assisted Schools

In accordance with the statutory provisions, further grants will be made to assist special cases of hardship in school sections and in settlements where there is yet no school organization, for teachers' salaries and for such purposes as the Minister of Education may deem expedient. Such grants will be made on the report of the Inspector concerned, who shall set forth in full detail on or before

the first of November of each year, in a form to be obtained from the Department of Education, the conditions which, in his judgment, necessitate such grants.

### **Special Grants for Rural School Libraries**

The special Legislative Grant in aid of Rural School Libraries will be distributed amongst the Rural Public and Separate Schools of the whole Province, *not including Continuation Schools or Fifth Classes*, as a percentage on the value of all books purchased between October 1st, 1910, and October 1st, 1911, provided no school shall receive more than \$10.00, and provided no purchase is less than \$10.00. The books shall also have been approved by the Inspector as especially suitable for the pupils' use.

All applications for this grant must be made by the Trustees through the Inspector, on or before the 15th day of October. The Trustees shall supply the Inspector with all the information he may require, in regard to the purchases of the books, including vouchers from the booksellers.

The Inspector shall make application to the Department of Education on a form to be provided, which must be forwarded to the Department of Education not later than the 1st day of November.

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## **INSTRUCTION TO PUBLIC AND SEPARATE SCHOOL INSPECTORS**

(Instructions No. 14)

### **Apportionment of the Legislative Grant to Public and Separate Schools in the Urban Municipalities for the Calendar Year**

Under the Department of Education Act of 1909 as amended in 1910, the Special Legislative Grant to the Public and Separate Schools in Urban Municipalities will first be divided by the Department of Education between these Schools on the basis of average attendance, and will then be apportioned amongst the Public and the Separate Schools, respectively, on the reports of the Inspector for these Municipalities, on the basis of the grade of the teachers' certificates and the length of their successful experience, in accordance with the following regulations:

#### **General Provisions**

1. The Grant shall be applied to such educational purposes as each Board may deem most expedient.
2. The Inspectors shall fill in the accompanying schedules and shall base their returns on the academic year, August, 1910, to the end of June, 1911.
3. Where there are more than one municipality, the Inspector shall report them separately, placing together in each municipality the certificates of the same grade. He shall also in all cases arrange the grades in the order of the circular.
4. The Inspectors shall include in their returns Domestic Science, Manual Training, Art, and Kindergarten teachers who hold the certificates recognized by the following regulations, and are employed as actual teachers in the Public or Separate Schools.

5. Teachers employed for their whole time in Continuation Schools\* shall not be included.

6. For a teacher employed in a Public or a Separate School the full school day for the whole academic year, the full grant shall be paid.

7. The grant shall be one-half the amount if the teacher with the certificate has taught in a Public or Separate School the full school day for less than the whole academic year but for at least one term, or has taught the whole academic year for less than the whole school day but for at least half a school day. In his report the Inspector shall indicate this by inserting in the proper column the numeral I in the first case and the numeral II in the second.

8. The competency of each teacher shall have been duly attested by the Inspector of the School for which the Grant is claimed.

9. If the amount voted by the Legislature is insufficient to pay the grants in full, the Minister may make a pro rata reduction.

NOTE.—It is the policy of the Department of Education that, as soon as practicable, the lowest grade of certificate in the Urban Municipalities shall be an Interim Second Class, and that the employment of successful teachers with Permanent First Class certificates shall be encouraged. The Grant on Interim Second Class certificates will accordingly be gradually withdrawn, and such modifications made in the grants on the other certificates as the conditions of education may justify.

Urban Municipalities in the Organized Counties

I. In Cities

1. If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next, the Grant shall be—

(a) For a Provincial First Class Certificate .....	\$20.00
(b) For a Provincial Second Class Certificate .....	\$10.00

2. If said experience shall have been less than five years on the same date the Grant shall be—

(a) For a Provincial First Class Certificate .....	\$10.00
(b) For a Provincial Second Class Certificate .....	\$5.00

II. In Towns

1. If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next, the Grant shall be—

(a) For a Provincial First Class Certificate .....	\$30.00
(b) For a Provincial Second Class Certificate .....	\$15.00

2. If said experience shall have been less than five years on the same date the Grant shall be—

(a) For a Provincial First Class Certificate .....	\$15.00
(b) For a Provincial Second Class Certificate .....	\$7.50

\*The term "Continuation School" applies, not to the whole public or separate school, but to the particular division or divisions thereof in which Continuation School work is taught.



### III. In Villages

1. If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next, the Grant shall be—

(a) For a Provincial First Class Certificate .....	\$40.00
(b) For a Provincial Second Class Certificate .....	\$25.00

2. If the said experience shall have been less than five years on the same date, the Grant shall be—

(a) For a Provincial First Class Certificate .....	\$25.00
(b) For a Provincial Second Class Certificate .....	\$16.00

### Urban Municipalities in the Districts

#### IV. In Urban Municipalities with a Population of 1,500 or over

1. If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next, the Grant shall be—

(a) For a Provincial First Class Certificate .....	\$40.00
(b) For a Provincial Second Class Certificate .....	\$30.00

2. If said experience shall have been less than five years on the same date, the Grant shall be—

(a) For a Provincial First Class Certificate .....	\$30.00
(b) For a Provincial Second Class Certificate .....	\$25.00

3. For a Permanent or an Ordinary Third Class Certificate or a First Class County Board Certificate the grant shall be..... \$20.00

4. For a District Certificate the Grant shall be ..... \$15.00

### V. In other Urban Municipalities

1. If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next, the Grant shall be—

(a) For a Provincial First Class Certificate .....	\$50.00
(b) For a Provincial Second Class Certificate .....	\$37.50

2. If the said experience shall have been less than five years on the same date, the Grant shall be—

(a) For a Provincial First Class Certificate .....	\$37.50
(b) For a Provincial Second Class Certificate .....	\$31.25

3. For a permanent or an ordinary Third Class Certificate or a First Class County Board Certificate the Grant shall be ..... \$25.00

4. For a District Certificate the Grant shall be ..... \$18.75

NOTE.—The term "Provincial First Class Certificate" used in I, II, III, IV and V above does not include First Class County Board Certificates.

**INSTRUCTIONS TO INSPECTORS****Revised 1912**

(Instructions No. 12)

**Apportionment of the Legislative Grant to Rural Public and Separate Schools in the Organized Counties of Ontario for the Calendar Year 1913**

Under the Department of Education Act of 1909 as amended in 1910, the Legislative Grants to the Rural Public and Separate Schools in the organized Counties of Ontario will first be divided by the Department of Education between these Schools, on the basis of average attendance, and will then be apportioned amongst said Rural Public and Separate Schools respectively, on the report of the Inspectors, in accordance with the following regulations:

**General Instructions**

On receipt of this circular, the Public and Separate School Inspectors shall procure from School Boards and County and Township Clerks the data necessary to fill in the official returns on which the ensuing apportionment of the Grant will be made by the Department of Education and the forms for which will be sent to each Inspector. All such data as above shall be certified by the official concerned. The Inspector shall see that they are properly made out and shall retain them for at least one year as the authority for his official report. The Public Schools Act provides that the Legislative grants for the calendar year shall be payable by the Minister of Education on or before the 1st day of August. It will, accordingly, be necessary for the Inspector to act as expeditiously as possible in procuring the information he may need, so that he may make his report to the Department of Education *not later than June 22nd*.

**Assessments and Sections**

(1) The average section assessment of the township hereinafter referred to is the quotient obtained by dividing by the number of school sections in the township, the total assessed value of the township as fixed by the last made county equalization.

(2) For the above computation:—

(a) The lands of the supporters of each Separate School shall be counted as a section in forming the divisor.

(b) A union section shall be counted as belonging to the township in which the school building is situated, and the assessed value of the portion of the other township or townships completing said union section shall be added to the dividend (see Public Schools Act of 1909, section 79).

(c) When there are two schools in a section, the section shall be counted as two sections in forming the divisor.

**SCHEME OF APPORTIONMENT**

The total yearly apportionment to each school, *not including Continuation Schools*,\* shall be the sum of the grants to which it is entitled under the following regulations:

**I. Fixed Grants**

Where the average section assessment of the township, as defined above, is less than \$30,000.00, each school shall receive a fixed grant of \$30.00; where

it is at least \$30,000.00 and less than \$40,000.00, the fixed grant shall be \$25.00; and where it is at least \$40,000.00 and less than \$50,000.00, it shall be \$20.00. Where it is \$50,000.00 or more there shall be no fixed grant.

## II. Grants on Salaries

(1) Each school shall receive 40 per cent. of the amounts paid in teachers' salaries each school year (beginning in August and ending in June) up to a maximum of \$600.00 salary in the case of each teacher, the computation beginning as follows:

(a) At \$150.00 for a principal teacher and at \$100.00 for each assistant teacher where the average section assessment, as defined above, of the township where the school is situated is less than \$30,000.00;

(b) At \$200.00 for a principal and \$150.00 for each assistant where said assessment is at least \$30,000.00 and less than \$40,000.00;

(c) At \$250.00 for a principal and at \$150.00 for each assistant where said assessment is at least \$40,000.00 and less than \$60,000.00;

(d) At \$350.00 for a principal and at \$250.00 for each assistant in the case of all other assessments.

(2) Where the teacher performs all the duties of caretaker the Inspector shall deduct from the amount paid him for his services as teacher and caretaker a sum not exceeding \$25.00 in any one case, and where he performs part of the duties a proportionate amount of \$25.00.

## III. Grants on the Teachers' Qualification

The following grants shall be paid on the basis of the grade of the teacher's professional certificate and the length of his successful experience, *the competency of each such teacher being duly attested by the County or Provincial Inspector, as the case may be, of the school for which such grant is claimed.* For teachers employed for the whole academic year the full grant shall be paid in each case, and the grant shall be one-half the amount if the teacher with the certificate has taught for less than a year, but for at least one term.

(1) If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July the first next,

(a) For a First Class Certificate ..... \$40.

(b) For a Second Class Certificate ..... 25.

(2) If said experience shall have been less than five years on the same date,

(a) For a Permanent First Class Certificate ..... \$30.

(b) For a Permanent Second Class Certificate ..... 15.

**NOTE A.**—In conformity with the previously announced policy of the Department of Education, the grants heretofore paid on Interim First and Second Class Certificates are withdrawn, the lowest grade of certificate upon which a grant is allowed being now Permanent Second Class.

**NOTE B.**—Schools which have been in operation for less than the whole academic year, but for at least one term, are to receive a proportionate amount of the grants provided for in I, II and III above.

## IV. Pro Rata Reduction

*If the amount voted by the Legislature is insufficient to pay in full the grants provided for in I, II and III above, the Minister may make a pro rata reduction.*

**\*Note.**—The name "Continuation School" is applied, not to the whole public or separate school, but to the particular division or divisions thereof in which Continuation School work is taught.



V. Grants on Equipment and Accommodations

By section 90 (1) of the Public Schools Act of 1909 each County Council must raise the equivalent of the amount of the Legislative grant apportioned to the County for equipment and the accommodations.

(1) The sum of \$60,000, which is included in the amount voted for Rural Public and Separate Schools in the Counties, is apportioned by the Minister as follows:

The total amount apportioned is divided by the total number of teachers in the Rural Public and Separate Schools, not including the teachers of Continuation Schools; and the quotient thus obtained, multiplied by the number of teachers in each inspectorate, gives the Legislative grant payable for the inspectorate.

For this computation each Principal is reckoned as a unit and each assistant as a half if the school has been open for the whole school year; but each Principal shall be reckoned as a half and each assistant as a quarter if the school or the assistant's class, as the case may be, has been open for less than a year but not less than half a year.

(2) The grant to each Inspectorate shall be sub-apportioned by the Inspector in accordance with the instructions of Circular No. 33, 1910, as to the grading of the accommodations; and the items of equipment provided in each school in accordance with said circular, shall be those on the value of which he will reckon the percentage. The special equipment for Continuation Schools or Fifth Forms shall not be included.

(3) Out of the combined Legislative and County grants, each school shall receive 10 per cent. of the approved value of the equipment up to a maximum grant of \$20.00 for each Principal and of \$2.50 additional for each assistant.

(4) Out of the combined Legislative and County grants, each school shall receive a grant on the character of its accommodations, the maximum being \$30.00 for a one-teacher school, \$45.00 for a two-teacher school, and \$60.00 for a school with more than two teachers, in accordance with the following scheme:

Grade	One teacher				Two teachers				Three teachers and over			
	I	II	III	IV	I	II	III	IV	I	II	III	IV
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
Closets .....	4 00	3 00	2 00	1 00	6 00	4 50	3 00	1 50	8 00	6 00	4 00	2 00
Water supply .....	2 00	1 50	1 00	50	2 00	1 50	1 00	50	3 00	2 25	1 50	75
School grounds .....	4 00	3 00	2 00	1 00	5 00	3 75	2 50	1 25	6 00	4 50	3 00	1 50
School buildings .....	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Class rooms .....	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Halls .....					2 00	1 50	1 00	50	3 00	2 25	1 50	75
Cap rooms .....	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Private rooms .....	1 00	75	50	25	1 50	1 10	75	40	2 00	1 50	1 00	50
Desks .....	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Blackboards .....	1 00	75	50	25	1 50	1 10	75	40	2 00	1 50	1 00	50
Lighting .....	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Heating .....	4 00	3 00	2 00	1 00	6 00	4 50	3 00	1 50	8 00	6 00	4 00	2 00
Ventilation .....	4 00	3 00	2 00	1 00	6 00	4 50	3 00	1 50	8 00	6 00	4 00	2 00
	30 00	22 50	15 00	7 50	45 00	33 70	22 50	11 30	60 00	45 00	30 00	15 00

(5) When a Union School Section is composed of portions of townships in different counties, the grant to its school from each county shall, as far as

practicable, be that fraction of the Legislative grant payable to said school which the assessed value of the portion of the section within the county is of the whole assessed value of the section, according to the equalization made by the assessors, as provided in section 29 of the Public Schools Act of 1909.

(6) When the amount of the Legislative and County grants is insufficient to provide for each school the sums required under the foregoing regulations, the Inspector shall make a *pro rata* deduction from the total grant to each school; and where there is a balance over after making the provision for each school as required by the said regulations, he shall make a *pro rata* addition to the total grant to each school.

(7) (a) *In order that the County Council may be duly notified before its June meeting of the amount it must raise as the equivalent of the Legislative grant on equipment and accommodations, each Inspector shall notify the Minister not later than May 9th of the number of teachers in his Inspectorate reckoned as in (1) above.*

(b) *When the Inspector has Rural Schools in different counties he shall make a separate return for each county.*

#### VI. Time of Payment of the Grants

The Department of Education Act provides for the payment of the Legislative grants to the counties concerned before August 1st. Said grants shall be forthwith payable to the respective Boards of Rural Public and Separate School Trustees, except the grant on the equipment and the accommodations which, with the equivalent County grant, shall be payable as the Inspector may arrange, but not later than December 1st. If said grants on equipment and accommodations are payable to the Township Treasurer, the Inspector shall notify the County Treasurer of the amount due the Township Treasurer on this account.

#### VII. Grants to Assisted Schools

The grant to Assisted Schools will be apportioned to the Public and Separate Schools respectively on the report of the Inspector, who shall supply, in a form to be obtained from the Minister, the details necessary to enable him to form a proper judgment as to the merits of each application.

#### VIII. Special Grant for Rural School Libraries

(1) The special grant in aid of Rural School Libraries will be apportioned amongst the Rural Public and Separate Schools respectively of the whole Province, not including Continuation Schools or Fifth Classes as an additional percentage on the value of all library books purchased between October 1st, 1912, and October 1st, 1913, provided no school receives more than \$10.00, and provided no purchase is less than \$10.00. *The books shall also have been approved by the Inspector as especially suitable for the pupils' use.*

(2) All applications for this grant must be made by the Trustees through the Inspector, on or before the 15th day of October. The Trustees shall supply the Inspector with all the information he may require in regard to the purchase of the books, including vouchers from the booksellers.

(3) The Inspector shall make application to the Department of Education on a form to be provided, which must be forwarded to the Department of Education not later than the first day of November.

November, 1912.



## TO INSPECTORS

(Circular No. 30½)

The Minister of Education has had under consideration the question of the supply of certificated teachers for the Public and Separate Schools for the school year beginning September 3rd, 1912. In deciding upon the policy of the Department, the Minister observes with satisfaction certain factors which point to an improvement in the existing situation.

A marked increase is noticeable in the salaries paid to teachers and in the number of First and Second Class teachers employed in the Public Schools of the Province. As stated in the Annual Report of the Minister for 1911 the average salaries paid to the male and female teachers in the Rural Public Schools alone for 1910 increased by \$24 and \$32, respectively, as compared with 1909, and by \$106 and \$120, respectively, as compared with 1905. Further, whereas, before the abolition of the County Model Schools, Third Class teachers were steadily replacing teachers holding higher grades of certificates, since that time, in consequence of the establishment of additional Normal Schools, this movement has been reversed and the lower grade teachers are now being replaced in the schools at an ever increasing rate, by holders of First and Second Class certificates. In 1908 the number of such teachers was greater by 144 than in 1907. In 1909 there was a further increase of 779, and in 1910 of 820. The statistics for 1911 are now being compiled and there is every reason to believe that they will show a still greater improvement in both respects, and, what is equally important, a decrease in the number of teachers with temporary certificates. In that year there were 2,042 newly certificated teachers, of whom 1,314 were holders of First and Second Class certificates, and the output for the present year will probably be about the same. Moreover, in order to secure, for a time at least, hereafter, the supply to which our schools are entitled, the Regulations now require all newly certificated teachers to pledge themselves to teach in Ontario for at least the first year of their subsequent teaching experience.

But Regulations are not enough. The fact remains that the success of the Minister's policy is largely dependent on the loyal, tactful, and strenuous efforts of the inspectors to give it effect. The co-operation of school boards is also necessary. The Minister acknowledges with pleasure the marked improvement even in some of the least promising inspectorates, but he notes with regret that there are still many of even the wealthier ones in which little progress has been made. In his judgment there is no better test of an inspector's competency than his success in this department of his duties, and, if all do their duty, the statistics for 1912 will, he believes, show a rapid advance. In view, accordingly, of the larger supply of trained teachers which will hereafter be available, it should be quite possible, with the co-operation of the inspectors, seconded generously by the school boards, to reduce to a minimum within a year the number of teachers with temporary qualifications and to increase greatly within the same period the number of well-paid teachers with First and Second Class certificates. In order to aid the inspectors in bringing about these results the Minister submits for their guidance the following instructions:

1.—(1) If a teacher with a First or Second Class certificate cannot be obtained, the Minister will, on the recommendation of the Inspector, approve of the appointment of a teacher with a Third Class certificate, and, failing such Third Class, of the appointment of a teacher with a District certificate.

(2) If a teacher with one of the certificates as prescribed above cannot be obtained, the Minister will grant a temporary certificate to a person with qualifica-



tions satisfactory to the Inspector, and at least eighteen years of age, unless the Inspector certifies to the Minister that no suitable person of the required age can be obtained.

2.—(1) In cases which, in the judgment of the Inspector, may at any time require special consideration, the Minister may authorize a Board, on the Inspector's recommendation, to engage without advertisement a teacher with a certificate lower than Second Class.

(2) In all other cases, when a teacher with the qualifications as prescribed in (1) and (2) of 1 above cannot otherwise be obtained, the Board shall duly advertise the vacancy in a paper or papers with a provincial circulation.

3. In all cases, before making a recommendation, the Inspector shall satisfy himself that the Board is offering as high a salary as it may reasonably be expected to pay, and has taken due measures to obtain a teacher with the prescribed grade of certificate.

4. In the case of every vacancy, in order to prevent illegal appointments, the Inspector shall require the Board of Trustees to notify him forthwith of the name and qualification of the teacher selected.

5. Except as provided in 2 (1) above, the Inspector may assume that, until otherwise notified, the Minister will approve of his recommendations when made in accordance with the directions of this circular; and, in dealing with each case, the Inspector may govern himself accordingly.

6. On the recommendation of the Inspector, the Minister will extend, if necessary, expired Third Class or District certificates; but, except for special reasons approved by the Minister, no limited or expired Third and no expired District certificate will be validated beyond June, 1913, and no temporary certificate will be granted beyond the current term. In dealing with the latter class of cases, it should be borne in mind that after the final examination of the Model Schools next December about 450 new teachers with Limited Third Class certificates will be available.

In this connection, the Minister desires to explain that, in order to secure suitable professional training, he has placed some of the Model Schools in localities where few teachers with Third Class certificates should be required. He intends, however, that it shall be the special care of the Inspector to take such measures as will prevent holders of District or Third Class certificates of any kind from entering into competition with holders of First or Second Class certificates, who, when obtainable, are entitled to appointment to the vacant positions.

7. As Midsummer marks the close of the school year and as more teachers are available then than at any other period of the year, the Minister would prefer that where Boards make engagements for a year, it should be the school year, from Misdummer to Midsummer, rather than the calendar year.

In the case of a Board that finds it necessary to change a teacher at Christmas and is unable to secure one with a professional certificate, the Minister requests the inspector to report upon the advisability of limiting the temporary certificate to Easter and requiring the Board to make a timely effort to secure the services of one of the Grade A graduates from the Normal Schools who will then be available.

The Inspector shall give the foregoing such publicity as he may think desirable, and, in particular, he shall notify by special circular School Boards concerned of the new conditions and of their duties in the premises.

May, 1912.

## SYLLABUS OF REGULATIONS AND COURSES FOR THE NORMAL SCHOOLS, SESSION 1912-13

(Circular No. 23)

### Location and Purpose

1.—(1) The Normal Schools are situated at Hamilton, London, North Bay, Ottawa, Peterborough, Stratford, and Toronto.

(2) The purpose of the Normal School is to prepare teachers of the Second Class, in the theory and the art of organizing, governing, and instructing the pupils of the Public and the Separate Schools; and to improve the general culture of such teachers and, in particular, their academic preparation for teaching the subjects prescribed in the programme of studies.

**NOTE.**—In addition to the work prescribed for the other Normal Schools, the School at North Bay prepares teachers-in-training for Third Class Certificates. For this School and its special conditions a separate announcement is made, which may be obtained on application to the Deputy Minister.

(3) The Normal Model Schools, the Model affiliated Public Schools, and the affiliated Rural Schools, are used to afford the teachers-in-training adequate means of observing well-conducted schools, and of securing practice in teaching, discipline, and management.

### Grades of Teachers-in-Training

2.—There are two grades of teachers-in-training:

**GRADE A.**—Those who hold professional Third Class certificates with at least Junior Teachers' academic standing and have taught successfully a Public or a Separate School for one year.

**GRADE B.**—All others who hold Junior or Senior Teachers' academic certificates or who have passed the full examination for Entrance to the Faculties of Education or to the Normal Schools.

**NOTE.**—Any Grade A candidate will be admitted to the Normal School at North Bay. For candidates of this Grade, provision will be made in the other Normal Schools only where at least twenty-five candidates apply for admission.

### Sessions and Vacations

3.—(1) The session of the Normal Schools will begin and end as follows:

(a) The Session will begin on Tuesday, September 24th, at 9 a.m.

(b) For teachers-in-training belonging to Grade A, who may qualify at Easter for Second Class certificates, it will end Thursday, March 20th, 1913.

(c) For all other teachers-in-training it will end on Friday, June 20th, 1913.

(2) There shall be two vacations as follows:

(a) At Christmas, beginning on December 20th, 1912, and ending on January 5th, 1913.

(b) At Easter, beginning on Thursday, March 20th, and ending on Monday, March 31st, 1913.

(3) The provision in Regulation 14 (1) (c) below, for observation by Grade B teachers-in-training in affiliated rural schools, should be carried out as far as possible before the Easter holidays. When it is not practicable to use for this purpose all the time during which the Grade A teachers-in-training are being examined, Grade A may be dismissed for the holidays at any time the Principal may find it necessary during the period of the Departmental Examinations for Grade A teachers-in-training in Groups I and II.

### Conditions of Admission

4. (1) Application for admission shall be made to the Deputy Minister not later than Tuesday, September 3rd, on a form to be supplied by him.

(2) Candidates who have appealed against the results of the July examination should apply for admission as above. If successful they will be admitted on the same terms as other applicants.

**NOTE.**—To those who have complied with the prescribed conditions, a card of admission will be sent. Without this card no one will be admitted.

5. (1) The applicant shall forward with his application to the Deputy Minister, on official forms supplied by him, the following certificates:

(a) A certificate from competent authority that he will be at least eighteen years of age before October 1st, 1912.

(b) A certificate from a clergyman or other competent authority that he is of good moral character.

(c) A certificate from a physician that he is physically able for the work of a teacher, and, especially, that he is free from serious pulmonary affection and from seriously defective eyesight or hearing.

(2) The applicant shall also submit one of the following:

(a) A professional certificate, an academic certificate, and a certificate of at least one year's successful experience from an inspector, entitling the applicant to become a member of Grade A (see section 2).

(b) A complete Junior or Senior Teacher's academic certificate.

(c) A certificate of having passed the academic examination for Entrance into a Faculty of Education.

(d) A certificate of having passed the Middle School examination for Entrance into the Normal Schools, having endorsed thereon the prescribed certificate from the Principal of an Approved School that the applicant has completed satisfactorily the Lower School subjects of the High School course prescribed for entrance into the Normal Schools.

(e) Certificates of having passed both the Lower and the Middle School examinations for Entrance into the Normal Schools.

(3) Applicants other than those holding the qualifications prescribed in (2) above, shall present, beside the certificates required in (1), (a) (b) and (c) above, a certificate of having passed the Middle School examination for entrance into the Normal Schools, and shall pass in addition in September an examination in the prescribed subjects of the High School Lower School in accordance with the following time-table, the pass standard being 40 per cent. of the marks for each subject and 60 per cent. of the aggregate:

### Time Table

#### *Tuesday, September 10th*

A.M. ....	8.45— 9.00.....	Reading Instructions to Candidates.
	9.00—11.00.....	Writing, Book-keeping and Business Papers.
	11.10—12.00.....	Spelling.
P.M. ....	1.30— 3.30.....	Geography.

#### *Wednesday, September 11th*

A.M. ....	9.00—11.00.....	English Grammar.
P.M. ....	1.30— 3.30.....	Biology.



*Thursday, September 12th*

A.M. .... 9.00—11.00 ..... Arithmetic and Mensuration.  
P.M. .... 1.30— 3.30 ..... Art (Pencil and Brush Work).

NOTE.—For the examination in Art, candidates must come provided with drawing pencils, brushes and colour boxes.

(4) This examination will be conducted at such of the following centres as may be selected by applicants prior to September 1st:

Windsor, Chatham, Sarnia, St. Thomas, London, Woodstock, Brantford, Simcoe, Cayuga, Welland, St. Catharines, Hamilton, Goderich, Stratford, Berlin, Guelph, Walkerton, Owen Sound, Orangeville, Barrie, Toronto, Whitby, Bowmanville, Cobourg, Lindsay, Peterborough, Belleville, Picton, Napanee, Kingston, Brockville, Kemptville, Prescott, Morrisburg, Cornwall, Alexandria, Vankleek Hill, Ottawa, Smith's Falls, Renfrew, Bracebridge, North Bay, Sault Ste. Marie, Port Arthur, Haileybury.

(5) Forms of application and full information for this examination will be sent to those who are required to write thereon, immediately on the receipt of their applications for admission. Applications to write on the examination must be received at the Department of Education not later than Aug. 30th. Only *bona fide* applicants for admission to a Normal School are eligible to become candidates at this examination.

(6) No one will be admitted to a Normal School who does not agree if successful in obtaining a teacher's certificate to teach thereon in the Province of Ontario for at least the first year of his subsequent teaching experience. A violation of this agreement will lead to the cancelling of the teacher's certificate.

Candidates are hereby notified that they must present themselves at the date prescribed in paragraph 3 (1), and comply fully with the conditions prescribed in paragraphs 4 and 5.

#### Duties of Principals and Assistants

6. (1) Subject to the regulations and to the approval of the Minister of Education, the Principal of each Normal School shall prescribe the duties of his staff and shall be responsible for the efficiency of the Normal and Model School.

(2) The other members of each staff shall be subject to the authority of the Principal.

(3) Subject to the direction of the Minister, each Normal School Master, in company with the Public School Inspector, shall visit each year Rural Schools in the district in which the Normal School is situated. He shall submit a report of his observations for the consideration of the whole staff of the Normal School.

(4) Subject to the direction of the Minister, each member of the Normal School staff shall take part in the work of the Teachers' Institutes at such dates as the Minister may arrange.

#### Duties of Teachers-in-Training

7. (1) Teachers-in-training shall board and lodge at such houses only as are approved of by the Principal.

(2) They shall attend regularly and punctually, and shall submit to such discipline and directions as the Principal may prescribe.

(3) Teachers-in-training who, in the opinion of the staff, are unduly defective in scholarship, or whose conduct or progress is unsatisfactory, may be dismissed

by the Principal at any time during the session from further attendance at the Normal School.

(4) All applicants are strongly advised to review carefully before entering the work of the Lower School of the High Schools.

#### **Text Books**

8. (1) The text-books for the academic work shall be those prescribed in such subjects for the High Schools.

(2) The text-books for the professional work shall be the text-books prescribed for the Public Schools, and the professional works whose titles are printed below in italics.

#### **Library**

9. Under the direction of the different members of the staff, the Library shall be constantly used for consultation by the teachers-in-training. To this end it contains a supply of books of general literature, and a sufficient number of copies of each of the most important professional books of reference, a list of which is given in this Syllabus.

#### **Literary Society**

10. A Literary Society for general culture and for professional advancement shall be established in each Normal School, and shall be fostered by the staff as an important part of the Course of Study. It should begin immediately after the work of organization has been completed, and should meet once each week until the special preparation for the final examination begins. The programmes should include essays, debates, recitations, and the reproduction of suitable scenes from standard plays. Suitable lecture courses also will be arranged for under the direction of the Minister of Education.

#### **Examinations**

##### **Subjects and Values**

11. (1) (a) The final standing of the teacher-in-training shall be determined on the combined results of his sessional records and his prescribed examinations.

(b) In addition to oral and written class tests in each subject, and the Observation and Practice-teaching records, there shall be a written examination in the subjects of Groups I and II below, immediately before the Christmas vacation.

(c) There shall be two final written examinations in Groups I, II, and III, one at Easter for the teachers-in-training belonging to Grade A; and one at the close of the Session in June for the teachers-in-training belonging to Grade B, and for those of Grade A who fail to qualify at Easter or who postpone their examination.

(d) The final examination papers in Groups I and II shall be uniform for all the Normal Schools, and shall be based upon the courses as laid down in this Syllabus.

(e) The examinations in Groups II and III shall include a thorough test of the academic qualifications of the teacher-in-training for teaching all grades of Public School work.

(2) At each examination in Groups I and II there shall be one paper on each of the following subjects and the maximum marks for each subject shall be 100, distributed as follows: 20 for the Christmas Examination, 20 for the Sessional Records, and 60 for the final examination.

*Group I*

*Professional.* Science of Education, History of Education, School Organization and Management.

*Group II*

*Academic and Professional.* Arithmetic, Algebra and Geometry, Literature, Grammar, History, Composition, Geography, Elementary Science, and Nature Study and Agriculture.

*Group III*

(3) The marks counted in estimating the final standing of the teacher-in-training in the following subjects shall be those awarded him during the session, more especially toward the close thereof, for the oral, written, and practical tests in matter and, where applicable, in method, the maximum for each subject being 100 each, except for Manners, for which the maximum shall be 50 (25 for the paper, and 25 on the report of the staff as to the general deportment of the teacher-in-training).

*Academic and Professional.* Art, Music, Reading, Spelling, Manual Training, Household Science, Physical Training, Writing and Book-keeping, Physiology and Hygiene, and Manners.

*Group IV*

(4) The marks counted in estimating the final standing of the teacher-in-training in Observation and Practice-teaching shall be those awarded him in these subjects during the session and more especially toward the close thereof, after an introductory course of lessons in each. The maximum marks for Practice-teaching shall be 1,200, and those for Observation lessons, 200.

**Certificates**

12. (1) A teacher-in-training belonging to Grade A, who, at the Easter or the June final examinations, obtains 40 per cent. of the marks in each subject and 60 per cent. of the aggregate of the marks for each of Groups I, II, III, and IV, may, on the recommendation of the staff, be awarded a permanent Second Class certificate, provided he is then twenty-one years of age, or an Interim certificate valid until he reaches that age, when a permanent certificate may be issued on application.

(2) A teacher-in-training, belonging to Grade B, who at the June final examination obtains 40 per cent. of the marks in each subject and 60 per cent. of the aggregate of the marks for each of Groups I, II, III, and IV, may on the recommendation of the staff be awarded an Interim Second Class certificate, which will be made permanent at the end of two years' successful experience duly certified on an official form by the Inspector concerned, provided the teacher is then twenty-one years of age. An Interim Second Class certificate which expires before the teacher is twenty-one years of age, or before the holder has taught two years thereon, may be renewed until that date, on the recommendation of the Inspector concerned.

(3) (a) A teacher-in-training who at the June final examinations fails to obtain a Second Class certificate but who makes at least 60 per cent. in Group IV, and 35 per cent. of the marks in each subject and 55 per cent. of the aggregate of the marks in each of Groups I, II, and III, may on the recommendation of the staff be awarded a Third Class certificate valid for five years.



(b) Such teacher-in-training who at subsequent Easter or June examinations passes in the Group or Groups in which he failed, by passing in one or more Groups at a time, may be awarded an Interim Second Class certificate in accordance with the conditions prescribed in (2) immediately preceding.

(4) All other teachers-in-training shall be required to attend a second session.

(5) Candidates who have not attended a Normal School, who are exempt from such attendance, and who are actually engaged in teaching, may take Groups I, II, and III, at the same examination or at different examinations and shall be exempt from an examination in Group IV, provided they submit to the Minister a certificate from their last Inspector that they have taught successfully. The pass standard shall be 40 per cent. of the marks for each subject and 60 per cent. of the aggregate of marks for each of Groups I, II, and III.

### **Programme of Studies**

#### **At the University of Toronto and the Ontario Agricultural College, Guelph**

13. (1) From April to the end of June courses will be provided at the University of Toronto in Elementary Household Science, and at the Ontario Agricultural College, in Elementary Agriculture and Horticulture and Elementary Manual (Industrial) Training. Candidates who pass the prescribed final examinations connected therewith will be awarded Elementary Household Science, Elementary Agriculture and Horticulture, or Elementary Manual Training certificates. These courses will be supplementary to those in the same subjects in the Normal Schools and may be taken by teachers-in-training who pass the Easter examination for Second Class certificates.

(2) For other Normal School students who have taken the High School Course in Manual Training or in Household Science, who have passed the special examination in these subjects at the close of the High School Course, and who have passed the Normal School June final examinations, one spring course will be provided each July in Household Science at the University of Toronto or in Manual Training at the Ontario Agricultural College. Those who pass the prescribed final examinations will be awarded Elementary Manual Training or Household Science certificates.

NOTE.—As soon as classes are provided in Agriculture and Horticulture in the High and Continuation Schools provision will be made for a special summer course in these subjects also. See also the present Summer School announcements of the University of Toronto and the Ontario Agricultural College.

#### **At the Normal Schools**

14. (1) The courses at the Normal School shall consist of the following:

(a) A review of the Public School Course and of the academic subjects prescribed for admission into the Normal Schools, especially those of the Lower School, from the standpoint of pedagogy and the requirements of the Public and Separate Schools, with such an extension of said subjects for the purpose of culture as time will permit; also special instruction in Reading, Writing, Art, Physical Training, Physiology and Hygiene, Music, Household Science, Manual Training, Manners, School Law and Regulations.

(b) The Science of Education, including Applied Psychology and Ethics, Child Study, and General Methodology; the History of Education; Special Methodology; and School Organization and Management.

(c) Supervised Observation in the Model Schools, also in the affiliated Rural Schools of the adjoining county or counties.

(d) Supervised Practice-teaching in the Model Schools.

2. For teachers-in-training of both Grades A and B, the main details of the courses shall be the same. The provision in Reg. 15 below refers to Grade B. The courses for Grade A shall be more intensive than those for Grade B.

Teachers-in-training belonging to Grade A are required to have made themselves familiar with Bett's "The Mind and its Education," and McMurry's "The Method of the Recitation," before entering the Normal School.

### Order of the Courses

#### Introductory

15. (1) In order that the teacher-in-training may begin early the Observation work and the Practice-teaching, the following introductory courses shall be taken up in the following order, having due regard to the requirements of Grades A and B respectively:

(a) The introduction to the Science of Education (p. 12), and those parts of the Applied Psychology, and Child Study which bear most directly upon General Methodology, the prime essentials of which shall be discussed in this connection. To this course shall be added a discussion of the functional value, as defined herein, of each of the Normal School courses.

(b) A course of Observation in the different forms of the Model Schools.

One lesson a day shall be given in the course in (a); the total number being about twenty-five; and the number of introductory Observation lessons not exceeding ten.

#### Sessional

(2) To prevent the dissipation of energy which would result from the concurrent study of a large number of subjects diverse in content, the system of intensive study should be followed so far as the special qualifications of the members of the staff will permit. In the order of the courses and the grouping of the subjects, due regard should be had to the character of each subject and its natural relations, and to the logical development of the courses and their relative functional value in the pedagogy of the Public School programme. When a subject has been finished, it should from time to time be reviewed with a further extension of the most important parts, having due regard to its character and importance.

(a) On the professional side, after the completion of the Introductory Course [15 (1)], the course in the Science of Education should be taken up three times a week until finished. The course in School Organization and Management should be taken up from the first three times a week until finished. The History of Education should not be taken up until after Christmas.

(b) The total number of periods for each of the professional subjects should be as nearly as practicable as follows:

The Science of Education, including the Introductory course, 70; School Organization and Management, 65; the History of Education, 32; Manners, 5.

(c) The number of lessons per week for each of the professional and academic subjects shall be, as nearly as practicable, as follows: Mathematics, 3; English (Grammar, Literature, History, Language and Composition, Spelling, and Reading), 7; Science (Physics, Chemistry, Biology, Geography, and Physiology and Hygiene), 5; Art, 2; Music, 2; Manual Training, 1½; Physical Training, 1; Writing and Book-keeping, 1; Domestic Science, 1½; Literary Society, 1; Observation and Practice-teaching, (minimum) 4; Religious Instruction, 1.

(3) The foregoing principles of selection and order should also be observed in the Special Methodology and the academic treatment of the other subjects of the course:

(a) In the Mathematical group, Arithmetic should be taken up before Algebra and Geometry, being taken three times a week for about the first six months. It should then be continued with one lesson a week to the end of the session, the other two periods being given to the special methodology of Algebra and Geometry.

(b) The subjects of the groups, Geography and History; Language, Grammar, and Composition; and Phonics, Voice Culture, and Reading should respectively be related in organization as are the subjects of the mathematical group; Geography, Language and Grammar, and Phonics and Voice Culture preceding in their respective groups.

(c) In the Science group, the Biological side should be given special attention during the Autumn and the Spring, and the Science subjects should be taken up first from the Nature Study point of view. On account of their relations to parts of the courses in Art, Domestic Science, and School Management, suitable introductory courses bearing directly on these subjects should be provided in Chemistry and Physics. So, too, on account of its basal relations to Psychology, Physical Training, Music, and School Management, the course in Physiology should be taken up at the beginning and completed as soon as practicable.

(d) The courses in Music, Art, Writing, Physical Training, Literature, Manual Training, and Domestic Science should continue throughout the session.

(e) Short courses should be provided at the beginning of the session in Spelling and Manners; and, toward the close, in School Law and Regulations.

### **Observation and Practice Teaching**

16. (1) The Introductory Courses provided for in Regulation 15 shall be followed by systematic Observation and Practice-teaching, the minimum number of Observation lessons being 40 and of Practice-teaching lessons 25 for Grade B, and 20 for Grade A teachers-in-training, but these numbers shall be increased to meet the necessities of individual teachers-in-training.

(2) (a) The teachers-in-training shall be divided into suitable groups, and the work of Observation and Practice-teaching shall be taken up systematically per time-table arranged from time to time.

(b) At least that group to which the teacher-in-training belongs shall be present at the discussions on his Observation and Practice-teaching lessons.

(3) (a) The Observation and Practice-teaching lessons for each teacher-in-training shall, as far as practicable, be arranged so as to cover the work of the Public Schools in all subjects and in all grades.

(b) The Observation and Practice-teaching lessons provided for in the logical development of the Normal School course shall be supplemented by other lessons in such forms of the Model School as may be available.

(c) Continuous Practice-teaching for several periods toward the end of the course shall be required, the teacher-in-training being wholly responsible for the discipline of the class.

(d) Teachers-in-training shall be available as substitutes in the Public or Separate Schools of the locality (urban or rural) in which the Normal School is situated, subject to arrangement with the Principal of the Normal School.



(4) (a) Teachers-in-training shall be notified by the Principal, of the subject and the scope of the Observation lesson, and shall prepare the lesson beforehand.

(b) After observing the lesson, they shall submit a report upon it to the Model School teacher concerned.

(5) (a) Teachers-in-training shall be notified of the subject and the scope of the Practice-teaching lesson, by the Model School teacher after consultation with the Normal School Master concerned.

(b) Teachers-in-training shall prepare a plan of each Practice-teaching lesson for submission to the Model School teacher concerned.

(6) (a) Model lessons shall be taught by the teachers of the Model School in accordance with the regular programme of the Model School.

(b) The Normal School masters in charge of the academic work in a subject shall develop its details in their teaching order, and after each suitable step, shall also themselves teach model lessons in special Public School classes both in the Normal School and in the Model School itself. At these lessons, the Model School teacher in charge of the subject shall be present.

(7) (a) The necessary applications of the Science of Education and of Special Methodology shall be made systematically by both the Normal School Masters and the Model School teachers in connection with the Model and the Observation lessons and the Practice-teaching; so that the course may be taken up in terms of the child's mind and growth. From time to time the Master in charge of the Science of Education should formally illustrate by actual teaching the principles he has discussed in class.

(b) As far as practicable, it shall be the duty of the members of both the Normal School and the Model School staffs, in accordance with the time-table, to be present at the Observation lessons and Practice-teaching of the teacher-in-training and to make jointly the criticism and the valuation of his work.

(8) Concerted work on the part of the Normal and the Model School shall be secured by frequent conferences of the staffs of both schools, especially at the beginning of the session.

### Details of Courses

#### Science of Education

17. The object of the course in the Science of Education is to provide the teacher with a working conception of the nature of education which will be useful to him in forming ideals and determining procedure, to give him a rational basis for intelligently evaluating and selecting subject matter and methods of instruction, and to improve natural tact and skill through the acquisition of experience, with the least expenditure of time and energy. The course, which shall be as *practical* as possible, includes Applied Psychology, Child Study, and General Methodology.

#### Introduction

18. *The Aim of Education*: Provisional statement of the aim of education to be used as a working definition.

*Function of the School*: Function of the School in directing the development of the child's experiences during the plastic period; relation of the school to other social institutions, the home, the church, the state, the vocation.

*Subject of Study*: School studies as typical forms of experience that the race has found valuable in meeting its needs; basis for determining the functional value of a subject in a course of study.

*Methods of Instruction:* The purpose of method; necessity for basing methods of instruction on a knowledge of the characteristics and the conditions of mental life; the problem of method a psychological problem. A preliminary outline of the general principles of method.

BOOKS OF REFERENCE:—

McMurry: *The Method of the Recitation.* 75 cts.

Bagley: *The Educative Process.*

**Applied Psychology**

19. *Problems and Methods of Psychology:* The subject matter of Psychology; the essential characteristics of mental life; contrast between mental and physical phenomena; "stream of consciousness" and its "contents"; knowing, feeling, and willing; their interdependence.

Methods of studying the facts of mental life; the meaning of introspection; the limitations of introspective methods; methods of observing and interpreting the expressive signs of mental life; the attitude of the teacher as an observer; the place of experimental methods.

*Nervous System and Mental States:* Body and Mind, general nature of their connection; illustrations to show that mental life is dependent on physical conditions; outline study of the structure and functions of the nervous system in so far as it is related to mental processes; relation of mental growth to the development of the nervous system; conditions of sensory and motor development, development of the nerve centres through natural growth and through use; effects of disuse on nerve cells; connection between sensory and motor action; development of nerve connections; the "reflex arc"; automatic and reflex acts; the process of the growth of motor control; importance of a knowledge of the growth of the nervous system to the teacher.

*Instincts:* The place of natural tendencies in the development of mental life; the nature of instincts; outline study of some of the more important human instincts; transitory character of many instincts; necessity for utilizing instinctive tendencies at the time of their appearance; the adaptation of the subject-matter of instruction to the stage of natural development of the child; the dangers of introducing subjects too soon or too late; useful and injurious instincts; methods of strengthening and modifying instincts through use, and of weakening or eliminating them through disuse, substitution or repression; transformation of instincts into habits.

*Habit:* Nature of habit; physical basis of habit; the functions and limitations of habit; the dangers of mental "fossilization"; the relation of habit formation to school studies, especially those involving the acquisition of skill, such as writing, reading, manual training, art, etc.; pedagogical rules for the formation of new habits or the breaking up of old ones.

*Interests:* The nature of interests; interests as tendencies to thought and action.

Interests as an end to be sought in education; the importance of the cultivation of desirable and suppression of undesirable tendencies; instinctive interests; a classification of the more common instinctive interests; the relation of acquired to instinctive interests; the reciprocal character of knowledge and interest; growth of purposes and plans from natural instincts.

Interest as a means in education; tendencies as the starting points in acquisition of knowledge or the formation of habits of action; practical teaching rules for applying the principle of interest in gaining knowledge; the relation of interest



to effort; distinction between the interesting and the easy, and between the interesting and the pleasurable.

*Capacities and Activities:* Examination of some of the more fundamental capacities.

*Sensitivity:* The relation of sense impressions to the growth of knowledge. *Retentiveness:* The importance of retention in the growth of experience; conditions of retention. *Relating activity:* First steps in thinking; dissociation, discrimination, and association as activities. *Expression:* Process of giving significance to motor movements; relation of impression to expression.

The development of capacities through experience; the place of formal discipline as an end in education.

*Apperception:* Mental states or acts as dependent on original tendencies and previous experience; the development of mental life as conditioned on the interaction of the "old" and the "new"; learning as the development of experience into experience; necessity for making experiences meaningful; the process of interpreting the new in terms of the old; the necessity for studying the child's tendencies and capacities in selecting and presenting the subject matter of instruction; significance of the pedagogical maxim, "Proceed from the known to the related unknown."

*Attention:* The nature of attention; the selective character of attention; meaning of concentration of attention, dispersed attention and inattention; conditions of non-voluntary, or spontaneous attention; the relation of habit to attention; methods and devices for securing spontaneous attention; the conditions of voluntary attention; growth of purpose and plans; the importance of an aim on the part of the learner; the development of aims and ideals as an end in education; methods of securing voluntary attention; the application of the law of derived interest to school studies; the relation of voluntary to non-voluntary attention; gaining and holding attention; physical conditions favourable and unfavourable to attention.

*Sensation and Perception:* Sensation as a mental process; the physical conditions of sensation; classification of sensations; sensation qualities; the nature of perception; the presented and reproduced factors in perception; the functions of sensation and perception as forming the basis for thought; the development of perception; the growth of percepts in richness and definiteness through the detection of new features connected with old things; the meaning of observation; the relation of observation to alertness and keenness of sense activity and to knowledge, interests and purposes; methods of cultivating habits of observation.

*Imagination:* Relation of imagery to sensory experiences; the function of imagery in interpreting the present by the past and in forming aims, purposes, and plans; power of imagery as varying in different people; types of imagery; the reconstruction of images: reproductive and productive imagination; their relation to each other; simultaneous association of images, as in perception; successive association of images in the train of thought; laws of association: physical basis of association; training the imagination as involving the storing of the mind with a rich stock of usable images and giving facility and dexterity in grouping images into new wholes for the sake of a definite purpose; school studies and activities as a means of training the imagination; study of children for the purpose of determining the "mind stuff" in which they think.

*Memory:* The characteristic features of memory: the relation of memory to reproductive imagination; retention, recall and recognition as factors in memory; characteristics of a good memory; recency, vividness, frequency and association as factors in efficient recall; training of memory; cultivation of memory as improve-



ment in methods of recording facts; methods of securing vividness of original impression; relation of attention to retention; rules or proper use of repetition; methods of securing association and organization; cramming and its effects.

*Thinking*: The importance of consciousness of meaning in the development of mental life; meaning dependent on relations; thinking as the process of grasping relations; thinking of the child and the adult compared; analysis of conceptional thinking; nature and growth of a concept; the place of the image in conception; the relation of conception to language; judgment as a phase of thinking; sound judgment as an end in education; reasoning as purposive thinking; deductive reasoning; inductive reasoning; the interrelation of induction and deduction; principles involved in training in thinking; school studies as a means of training in thinking.

*Feeling and Emotion*: Various uses of the term feeling; feeling as the tone of a conscious state; qualities of feeling; relation of feeling to cognition and to motor reaction; nature of emotion; relation of emotion to instinct and to feeling; conditions upon which the appearance of emotion depends; functions of feeling and emotion, their influences on attention, judgment and effort; outline study of some of the more significant emotions; directions along which emotional development should take place; place of habit in emotional development, the growth of moods, sentiments, temperaments, and dispositions; significance of school studies and activities in the growth of feeling and emotion.

*Will*: Involuntary and voluntary action compared; a voluntary act as the attentive selection of one way of action as against another; the place of deliberation, effort and choice in a voluntary act; factors in a well-balanced will; study of volitional types which vary from the normal, such as, the impulsive type and the obstructed will; relation of involuntary action to voluntary in the training of the will; methods of developing normal will through the activities of the school and the home; methods of dealing with abnormal types of will; education in its relation to conduct; elements involved in normal training; the function of the school in moral training; effects of methods of instruction on morals; moral effects of school studies; value of specific moral instruction; character development as the full aim of education; factors in character development; the function of the school in character development.

#### BOOKS OF REFERENCE:—

Betts: *The Mind and its Education*, \$1.00.

Angell: *Psychology*.

Halleck: *Education of the Central Nervous System*.

James: *Talks to Teachers*.

#### Child Study

20. The object of the course in Child Study is to enable the teacher-in-training to adapt intelligently his methods in each subject to the child's mind at the different stages of its growth. The course includes the following topics:—

The scope of Child Study; methods of investigation; importance to the teacher of the study of the child mind. Physical growth and development during infancy, childhood, and adolescence. Mental development during the same periods. Mental types and variations from normal mental conditions. Differences in individual children. The study of children along the lines suggested in the course in Applied Psychology.

#### BOOK OF REFERENCE:—

Kirkpatrick: *Fundamentals of Child Study*.

### General Methodology

21. The object of the course in its final stage is to gather up the main facts and principles bearing most directly on methods of instruction which have been developed in connection with the various topics in Applied Psychology and Child Study; and, by dwelling on connections and relations, to organize the whole into a comprehensive and logical system of general Methodology [See 15 (1) (a)] and so to form a basis for the Special Methodology. The course includes the following topics:—

*The Problem of General Method:* The relation of general method to special methods and teaching devices; the relation of method to subject matter.

*Planning for the Lesson:* Principles to be observed in dividing the subject matter into topics or units of instruction; the adjustment of the lesson to the tendencies, needs and capacities of the pupils; the relation of the lesson to previous work and to the stage of development of the pupils; necessity for the teacher to study the class as well as the subject matter of the lesson.

*Means of Presentation of the Lesson:* Lecture, text-book, and question-and-answer methods of presentation; advantages and limitations of each; graphic representation as a means of presentation; diagrams, etc.; nature and functions of objective teaching; limitations of objective teaching; principles governing successful use of objects, pictures, models, maps, etc.

*The Aim of the Lesson:* Aim of lesson from the teacher's standpoint; aim of lesson from the pupil's standpoint; tendencies as the starting point in the growth of knowledge or the acquisition of skill; relation of the child's interest to native instincts and capacities and to the development of aims and purposes; the relation of interest to self-activity; the use of interest in the school-room; the normal attitude of the learner as an attitude of inquiry; the necessity for connecting the lesson with some pre-existing need of the child or of making it fit into some of his purposes or plans; the place of the statement of the aim of the lesson; the nature and purpose of the preview.

*Preparation of the Class for the Lesson:* Necessity for revival and reconstruction of the old experiences of the pupil in giving meaning to the new lesson; the aim of the lesson as a purpose in the recall of old experiences; means of recalling and utilizing old experiences in the presentation of the new lesson; "preparation" as a formal step in method.

*Development of the Lesson:* The effect of the preview, the statement of the aim and the preliminary stage of preparation to fix in the mind of the learner a vague mental whole within which mental movement in the lesson takes place; the purpose of the development of the lesson to give definiteness to this whole; the development as a process of analysis, focusing attention on particular phases within the whole, and of synthesis, instituting relations among these particulars; typical illustrations from varied subjects to show the meaning and the universality of application of this principle; the interdependence of analysis and synthesis; learning as an analytic-synthetic process; the place of comparison and contrast in the development of the lesson.

The analytic phase in learning; the principle of selection of relevant analysis; the place of sense-perception, telling and inference in the development of individual notions; meaning of "analytic methods" of teaching.

The synthetic phase in learning; the adaptation and use of selected material; the development and application of universal notions; meaning of "synthetic methods" of teaching; inductive and deductive methods of teaching; "presenta-

tion," "comparison," "abstraction," "generalization," and "application," as formal steps in instruction.

*Expression as a Stage in Method*: Necessity for expression as a stage in rational method; interdependence of impression and expression; the importance of this interdependence as the basis for the constructive side of school work.

*Typical Lesson Forms*: The study lesson; the recitation lesson; the development lesson; the drill lesson; the review lesson; the construction of lesson plans.

*Teaching Devices*: Use of questioning in the development of the lesson; right and wrong methods of questioning; examination of the so-called Socratic method; answers; qualities of a good answer; treatment of faulty answers; mistakes in dealing with answers; illustrations; their office and value; uses of the blackboard.

#### BOOKS OF REFERENCE:—

McMurry: *The Method of the Recitation*, 75 cts.

Bagley: *The Educative Process*.

Thorndike: *Principles of Teaching*.

### History of Education

22. The object of the course in the History of Education is to widen the professional outlook and rationalize school practice through the discussion of the development and of the merits and the defects of educational theories. It presupposes an historical background and discusses movements rather than individuals. The course includes the following topics, and deals only with the most important points:—

*Education Prior to the Fifteenth Century*: A very brief survey of significant movements, with reference to the following topics: Education among primitive peoples; education in Sparta and Athens, the idea of a liberal education; education in Rome, the idea of practical education; education and monasticism, education and chivalry, the early Universities.

*The Renaissance*: The relation of the Renaissance to modern civilization; its origin and educational significance; Erasmus, Vittorino da Feltre, and Sturm; influence of Renaissance upon subject matter, methods, and purposes of schools; humanistic conception of education: humanism and realism.

*Reformation and Counter Reformation*: The Reformation and the Renaissance; Luther and elementary education in Germany; Schools of the Jesuits and other religious Orders.

*Realism in Education*: Verbal realism as represented by Rabelais and Milton; social realism as represented by Montaigne; sense realism as represented by Bacon, Mulcaster and Comenius.

*Education according to Nature*: Development of the new conception of education; Locke and Rousseau.

*Modern Educational Theories and Movements*: Pestalozzi and the elementary school; Herbert and Methodology; Froebel and the Kindergarten; Spencer and scientific tendencies in Education; education as social adjustment; public education in Great Britain; the development of public education in Ontario.

#### BOOKS OF REFERENCE:—

Monroe: *A Brief Course in the History of Education*, \$1.00.

Quick: *Educational Reformers*.

Kemp: *History of Education*.



### School Organizations and Management

23. The object of the course is to give the teacher, in the light of the Science of Education, a knowledge of the technique of school management and organization which will enable him to secure the smooth and efficient working of his school. The course includes the following topics:—

*School Management*: Its scope and its return to the Science of Education.

*The Teacher*: Natural qualifications of a good teacher; importance of scholarship, of training, of experience, of professional studies, of wide culture, of broad sympathies, of sense of responsibility, and of earnestness of purpose; the teacher's relations to the principal, inspector, trustees, parents; his civic and social duties; his personal power and influence in the school and in the community; his daily preparation for teaching; the care of his health.

*Classification*: Principles governing the classification of pupils in the school; the advantages and disadvantages of graded and ungraded schools; number and size of classes in urban and rural schools; common defects in class instruction; effects of over-teaching; advantages of class instruction; defects of a rigid class instruction; the value of the individual system; examination of various methods of promotion; the division of subjects and pupils among the several teachers in graded schools.

*Daily Programme*: Its purpose and value; principles involved in the construction of a time-table; seat work; individual blackboard work; question of fatigue; typical time-tables for graded and for ungraded schools; registration and school records.

*School-room Routine*: Chief varieties of mechanizing routine; their advantages and disadvantages; the appointment and duties of monitors; fire drill.

*Desirable School Habits*: Methods of securing desirable school habits such as punctuality, neatness in person and in work, accuracy, quietness, industry, obedience, etc.

*Order and Discipline*: Characteristics of good order; the relation of authority to discipline; the chief elements of governing power; rules, their value and enforcement; common faults and how to avoid them; discussion of methods of dealing with typical offences; the relation of incentives and penalties to order and discipline; co-operation of school and home in matters of discipline.

*School Incentives and Penalties*: Classification of incentives; the effects of each on school work and on health and character; the values of punishment; characteristics of judicious and injudicious punishment; the discipline of consequences.

*Physical Education*: Relation of physical to intellectual development; importance of change of work; value of play and games; organized and unorganized play.

*The School Premises, and School Hygiene*: The Grounds; situation, aspect, area, drainage, ornamentation, protection, water-supply, its sources, impurities, modes of purification. Location, structure, and supervision of out-buildings. (See Departmental Circular.)

*The School House*: School architecture, size, shape, and suitability of rooms, hall, etc., importance of proper lighting; how to secure proper lighting, position of pupils with reference to windows; heating, warming by stoves, by hot air, by hot water, by steam, the advantages and disadvantages of each method, the jacketed stove; the thermometer, the hygrometer; fire-escapes and like appliances; ventilation; necessity for good ventilation; signs of vitiated air, moistening of air, quantity of fresh air needed, different methods of ventilation; furniture and equipment; desks and seats; necessity of adjusting the height to the pupil; blackboards, their

size, situation, and kinds; cloak rooms and clothing; maps, globes, library, and other necessary apparatus and equipment; pictures and decoration of walls. (See Departmental Circular, No. 33, and XVIII below.)

*School Law and Regulations:* The Ontario School Law and Regulations in so far as they deal with the duties and obligations of teachers and pupils.

The following should be emphasized:—

The importance of signing the name correctly and the Christian name in full and of specifying, in the case of females, whether Miss or Mrs.

The necessity of making all agreements clear and conclusive. They should be contracts as provided by the statute. To substitute for the contract an agreement made orally or by letter correspondence often leads to misunderstanding and difficulty. (P. S. Act, section 85 and form of agreement.)

**NOTE.**—Every school register contains two copies of a form of agreement, one for the teacher and one for the Board. Additional copies may be obtained on application to the Department.

Duties of teachers and Inspectors. The payments of the Grants and of other matters directly affecting the teacher, trustees and school. (P. S. Act, sections 6, 7, 8, 9, 82, 84, 87, 99, 116; and Instructions 12, 13 and 14.)

Regulations and Course of Study of the Public Schools.

The calling and conducting of school meetings and the consideration of matters incidental thereto, such as the duties of auditors, appeal to Inspectors, etc. (P. S. Act, sections 49-54, 59, 63, 66, 72, 75-81.)

Non-resident pupils and the charging of fees. (P.S. Act, Sections 70, 71.)

Penalties and prohibitions regarding the buying and selling of text-books and school supplies. (Department of Education Act, section 28; P. S. Act, section 112.)

The Ontario Public Health Act, and Regulations, so far as they pertain to teachers, pupils, and the school.

#### BOOKS OF REFERENCE:—

Bagley: Class Management.

White: School Management.

Landon: Principles and Practice of Teaching and School Management.

Schools Acts and Regulations.

#### Special Methodology

24. The object of the course is to prepare the teachers-in-training for intelligently observing and teaching in all grades of the Model Schools, by enabling them to apply the principles of education and, in particular, to adapt to the work in each subject the principles of General Method. The work in the special method of each subject is introduced by a few lessons of a general character, embracing the application of the principles of general Methodology to the teaching of the subject. These introductory lessons are followed by a series of a more detailed character, dealing with:

(1) The selection and the organization of material for the Public School Forms, taken in order, from the standpoint of presentation to the pupil.

(2) The discussion of special methods of instruction, concurrent with the academic review of the subject matter.

The courses shall be taken up in terms of the Public School Programme of Studies, the provisions of which shall be constantly kept in mind.



## GENERAL BOOKS OF REFERENCE:—

*Regulations and Courses of Study of the Public Schools.*

*The Public School Manuals.*

Carpenter, Baker and Scott: Teaching of English.

Chubb: Teaching of English.

MacClintock: Literature in the Elementary School.

Arlo Bates: Talks on the Writing of English.

Arlo Bates: Talks on the Teaching of Literature.

Hodge: Nature Study and Life.

Dearness: How to Teach Nature Study.

Silcox and Stevenson: Nature Study.

Scott: Nature Study and the Child.

Coulter: Practical Nature Study.

Geikie: Teaching of Geography.

Arnold Foster: This World of Ours.

Morang & Co.: The Study of Geography.

Smith: Teaching of Elementary Mathematics.

Young: The Teaching of Mathematics.

Annandale: The Concise Imperial Dictionary.

## I. Language and Composition

25. The special object of the course in Language and Composition is to prepare the teacher to train his pupils to speak and to write good English as a fixed, unconscious habit. The course includes the following topics:—

The importance of language training; the place of a knowledge of the mother-tongue in education; the value of clearness, force and grace of expression.

*Oral and Written Composition:* Their relation; how habits of speaking and writing good English are formed; the effect of the teacher's example upon the pupil's language; value of reading and of memorizing good literature; importance of libraries for supplementary reading; incidental work in language training; expression as a stage in the development of every lesson; necessity for special exercises in oral and written composition.

*Methods in Oral and Written Composition:* Methods of encouraging pupil's free natural expression and of extending his vocabulary through oral exercises; principles governing criticism of oral work; the dangers connected therewith and the means of avoiding them; value of formal linguistic exercises; method of correcting common errors; relative value to pupil's own language and of special exercises in false syntax as material for criticism; the principles to be kept in view in conducting exercises in written composition; supervision and aid during writing; value of topical outlines; the place of home work in written compositions; method of correcting compositions; value of re-writing.

*Mechanics of Written Composition:* Sentence and paragraph structure; paragraph compositions; the use of capitals, punctuation marks, quotation marks, abbreviations, etc.

*Materials for Written and Oral Composition:* Principles governing choice of topics; gathering, selecting and arranging material; class answers as material for oral composition; importance of framing questions that will require answers of considerable length; the reproduction of fairy and folk stories, fables, poems, biographies; relative value of reading and telling stories; transition from reproduction to originality; descriptions of personal experiences, real and imaginary, and of places, operations and processes of personal interest; striking incidents in the history of the families of the pupils; pictures suggestive of stories, school games, auto-



biographies of familiar things; developing themes from minor incidents, themes connected with school studies, general themes; letter writing, with special attention to form and style; invitations and replies thereto.

## II. Reading

26. The special object of the course in Reading is to prepare the teacher to train his pupils to get the writer's thought and feelings (*intelligent reading*) and to communicate them to the listener so that he may appreciate them (*intelligible reading*). The course includes the following topics:—

*The Scope of Reading:* Its correlation with other subjects; importance of training in reading and the principles of vocal expression to pupil's ordinary speech and general culture.

The processes involved in reading: The relation of ideas to symbols; the associations of visual, auditory, and motor images in reading; conditions of the formation of accurate visual and auditory impressions; constant necessity for connecting the printed symbol directly with the idea.

*Forms of Reading:* The function and value of silent reading; sight reading, dramatic reading, elocution, declamation.

*Methods in Reading:* Examination of the various methods of teaching beginners to read; advantages and disadvantages of each; devices for securing rapid word-recognition and for fixing attention on the thought and feeling as well as upon the word forms in the earlier stages; means of securing natural expressive reading; the place and limitations of imitative reading; common faults on the part of both pupil and teacher and how to correct them; criticism by teacher and by pupils. Change in purpose and methods of reading as determined by the development of the pupil's experience and powers; the necessity for giving attention to expression in all stages; expression to be based on impression; the objects of advanced reading; methods of developing in pupils the habit of reading for thought and pleasure; reading as a means of creating and fostering a taste for good literature.

*Mechanics of Vocal Expression:* The necessity for attention to the principles of vocal expression; time, inflection, pitch, force, quality, pause, phrasing, emphasis, stress; and to exercises for rendering the organs of speech subservient to the will—vocalization, articulation, breathing, development of chest and lungs, vocal training for pure tone; the connection between the reading lesson and the singing lesson.

## III. Spelling

27. The special object of the course in spelling is to prepare the teacher to secure accuracy in the mechanism of written word-expression. The course includes the following topics:—

*Scope of Spelling:* Its correlation with other subjects; nature and origin of peculiarities of English orthography; causes of the difficulties experienced by pupils in learning to spell; causes of incorrect spelling.

*Methods of Spelling:* Necessity for teaching, not merely testing spelling; examination of the various methods of teaching spelling; the adaptation of each to the nature of the words and to the individual mental characteristics of pupils; phonic exercises and word-building in relation to spelling; syllabication; the place of transcription and dictation; methods of checking and correcting errors; value of re-writing; prevention *versus* correction; the character of drill and review exercises in spelling; methods of varying the spelling recitation; value of rules in spelling.

*Materials for Spelling*: Principles of selection of material for spelling; grouping of words for the purpose of spelling; incidental spelling; uses of the dictionary and of the spelling book.

#### IV. Literature

28. The special object of the course in literature is to prepare the teacher to create in his pupils a taste for good literature, while broadening their knowledge, moulding their characters, and aiding them to appreciate the beauty and the power of artistic expression of thought and feeling. The course includes the following topics:

The nature and elements of literature.

*Selection of Subject Matter for Literature Lessons*: Qualities of literature that appeal to children of different ages; basis of selection of material for different grades; lists of suitable fairy tales, fables, nature stories, etc., adapted to children of lower grades and of general works for pupils in the highest forms; complete wholes *versus* extracts; the correlation of literature with nature study, geography, history, etc.

*Methods in Teaching Literature*:—Methods of dealing with primary literature; comparison of values of reading and telling; method in supplementary reading contrasted with that in exact study; the extensive and intensive study of literature; the importance and method of memorizing selections; the value of oral reading in the interpretation and appreciation of literature; the importance of the teacher's own ability to read well; the futility of attempts to develop formally the critical sense.

*Lesson Procedure*: Preparation of the pupils; necessity for preparing a suitable mood for the lesson; how far the author's biography and the experience of the pupils have a place here; preliminary reading of the selection; the main thought of the lesson grasped and the main feeling of the lesson impressed in a more or less indefinite way through a reading of it; the analysis of a selection into its wider thought elements and feeling elements, and the analysis of these again into their elements; the place of explanation of words and phrases; the use of the dictionary; the relation of the subordinate thoughts and feelings to the unity of the whole, the main thought and feeling of the selection as made definite by the analysis; the oral reading of the selection by pupils after study; the value of oral and written reproduction; suitable seat work.

*Examinations in Literature*: Difficulties of examining in literature; specimen examination questions.

*Teacher's Preparation*: Special importance of teacher's own qualifications, a class course in Literature, in part based on the poetic selections in the Readers; the literary study of portions of the Bible prescribed by the Department of Education; sessional private reading courses for teachers-in-training; suggestions for their future reading.

*School Library*: Principles to be kept in view in selecting works for the school library; methods of making use of school library; means of securing the co-operation of the home in the pupil's reading.

**NOTE.**—Teachers-in-training having conscientious objections to the literary study of the Bible shall be excused therefrom by the Principal. Religious instruction by local clergymen of the different denominations is provided in each Normal School.

#### V. Grammar

29. The special object of the course in grammar is to prepare the teacher to train his pupils in habits of logical analysis, and to give them a basis for self-criticism in language by developing the principles of language structure. The course includes the following topics:—



Meaning of English Grammar; the relation of grammar to speech; correlation with other subjects; reasons for and against retaining it in elementary schools; reasons for deferring the formal study till Form IV; introductory work of Forms II and III.

The sentence as the starting point; basal value of function; order and method of teaching the parts of speech; principles of classification as applied to grammar; inflection, use and value of our remaining inflections; rules of syntax, their value; use of grammatical terminology; definitions, their value, how to be obtained, how to be applied; analysis and parsing, aim and value of each; value of diagrams; oral and written exercises; treatment of false syntax; elementary etymology, the derivation and composition of words.

## VI. History

30. The special object of the course in history is to prepare the teacher to train pupils to adapt human experiences to present situations. In the elementary stages the chief objects are to arouse an interest in historical studies, to enable the pupils to appreciate the logical sequence of events, and to give them a knowledge of their civil rights and duties; also to stimulate a love of country. The course includes the following topics:—

*The Scope of History:* The correlation of history with other subjects, especially geography; the special value of Canadian and British history; the proper perspective in the development of the subject; arts enlarged in the academic review; what makes an event important.

*Methods:* The recitation, its form and purposes, the place of oral teaching and of blackboard work by teacher, and of written exercises at seat and at blackboard by pupils; methods in oral and in written work; the use of pictures, maps, etc., of readers, of source books, of the text-book, and of current journals and periodicals.

*Stages in the Course:* Special necessity for the adaptation of the teaching of history to the pupil's growing knowledge and logical capacity. The picture and story stage, a methodically arranged series of picturesque biographies graphically narrated; no text-book. The information stage; an introduction to history proper, methodically presented; external and picturesque side made prominent, with emphasis on biographical and social aspects; introduction of history readers and biographies in the library. The reflective stage; the study of causal relations and of the origin, development, and inner life of our institutions.

The selection and arrangement of material suitable for different grades; the place and purpose of each of the following:—

History of aborigines, current history, pioneers, local history.

Characteristics of peoples, as those of the United States, Japan, China, Germany, France, Italy, Quebec.

*Biography:* The natural attractiveness of biography; the relation of biography to history; the effects of a study of biography on the development of character; selection of suitable biographies for pupils of different grades, as the lives of explorers, navigators, and soldiers for primary grades; of statesmen, poets, scientists, etc., as representing more complex conditions, for pupils of higher grades.

*Civics:* Ends to be kept in view in teaching civics; consideration of work to be undertaken in civics; study of civic institutions as appearing in their lowest forms among primitive peoples; the beginnings of governments, of courts, of school systems, of factories, of routes and means of transportation, etc., study of present forms of civic institutions.



*Epochs*: Their relation to biography; systematic chronological study of history; its value and its dangers; the causal sequence of events.

*Supplementary Material*: The use of mythology, ballads, orations, epics, legends, tales of chivalry, narrative poems, and historical novels; character of history readers and of supplementary works for the different grades. Significance and value of the flag.

## VII. Geography

31. The special object of the course in geography is to prepare the teacher to extend the pupils' knowledge of the earth and its relation to life thereon, and to assist them in interpreting and utilizing their physical environment in accordance with their needs. The course includes the following topics:—

The scope of geography; its relations to other subjects, especially to nature study, history, and elementary science.

The review of the course should lay special emphasis on the study of the earth's surface and the changes wrought thereon by the various agencies; rock formation and disintegration; origin, formation and composition of soils; distribution of mineral deposits, not overlooking local deposits of building material, as marl, limestone, brick, clay, and sand, and also of plant and animal life; the relation of the earth to other heavenly bodies; weather and climate; man's relation to the rest of the world; interdependence of nations; commercial and political geography.

*Methods*: Consideration of the order of development of the subject in rural and urban schools; the use of maps, globes, pictures, blackboard drawings, natural objects, specimens of products, lantern slides and stereoscopic views; modelling, map drawing, scales and projections; weather observations and records, simple experiments in explanation of natural phenomena (see course in elementary science; excursions in connection with the observations in local geography; inter-school correspondence; the use of reference library, books of travel, geography readers, newspapers and periodicals, etc., common mistakes in teaching geography and means of avoiding them.

## VIII. Nature Study and Agriculture

32. The special object of the course in nature study is to broaden and deepen the teacher's sympathies and interests, and, through him, those of the pupils, by training him to observe and interpret the common phenomena of the world about him. The course includes the following topics:—

The character and scope of nature study; its relation to formal science; its correlation with other subjects.

*Materials for Nature Study*: Conditions determining the choice of material for nature study lessons for pupils of different grades, and for varying conditions in rural and urban schools; uses and limitations of books, pictures, models, collections, etc., supplementary materials such as stories, literature, etc.

*Methods in Nature Study*: Nature study as a method; special characteristics of a typical nature study lesson; uses and limitations of records of observations; directions for conducting school excursions. The study of special topics dealing with materials of nature study and illustrating methods of presentation in all grades of public schools, the topics to be typical and to be selected from various grades and departments of the Public School course of study; the relation of feeling to knowledge in nature study work.

*School Gardens*: The purpose of school gardens; school gardens as a phase of

nature study work; their relation to agriculture and horticulture; the discussion of the purpose and possibility of the study of agriculture and horticulture in urban and rural schools; care of school gardens.

Practice in planning and plotting a garden; planning school grounds for tree planting in accordance with the principles of landscape gardening; preparation and planting of experimental plots in the school grounds to illustrate the benefits of rotation, fertilizing, spraying, mulching, etc.

NOTE.—Teachers-in-training should make frequent excursions for the purpose of studying materials in their natural environment and relations. They should make collections of different kinds for their own use as well as to enable them to direct as teachers the practical side of nature study. The nature of the collections will be regulated by the kind of school in which the student will likely teach; rural teachers should make collections of weeds, weed seeds, economic plants, diseased plants, injurious and beneficial insects, etc.; urban teachers, of factory products, garden flowers, etc. Besides acquiring experience in planning and planting gardens, teachers-in-training should visit schools where successful garden work is being done.

### IX. Elementary Science

33. The special object of the course in elementary science is to give the teacher a better appreciation of its general principles, a more accurate knowledge of its facts, and greater familiarity with apparatus; so that he may be able to teach natural and experimental science systematically. The course includes the following:—

The scope of the experimental and natural sciences; their correlation with other school studies.

A comprehensive and practical review of the course in elementary science prescribed for the Lower School of High Schools, the emphasis in experimental science being placed on those facts and principles of chemistry, mechanics, heat, sound, light, and electricity which are essential to the understanding of common natural phenomena.

The construction of simple apparatus. (See Manual Training course.)

*The Microscope:* Its construction and use; selection and preparation of material for microscopic work, having direct reference to bacteriology—a short course.

*Methods of Teaching:* The meaning and value of observation and experimentation; inductive and deductive methods of investigation; the place of class room discussion; demonstration by the teacher and laboratory work by the pupil; the use of note-books and text-books.

NOTE 1.—The work in Elementary Science should be carried on through class-room discussions and laboratory work, with emphasis on the latter. Teachers-in-training should become familiar with methods of experimentation and should attain skill in instrument manipulation. They should also be required to keep neat and accurate records of observation and experimental work.

NOTE 2.—In both the Nature Study and the Elementary Science course the subject matter of biology should receive more attention than that of physics and chemistry, which are subjects of the July Entrance Examination. The course in nature study is of more importance than that in experimental science.

### X. Arithmetic

34. The special object of the course in arithmetic is to improve the teacher's knowledge of the subject that he may use it effectively as a means of logical training, and more particularly that he may be prepared to give his pupils such instruction in the various arithmetical processes as will enable them to make with accuracy, rapidity, and facility, the calculations and computations which their future life may render necessary. The course includes the following topics:



The scope of arithmetic; its relation to the other subjects of the curriculum; importance of its practical aspects as related to the lives of the pupils; danger of over-estimating its value as training in logic.

The origin of number as the result of the necessity for the valuation of limitation of quantity by measurement; the various steps involved in the development of the number idea; the unit, its nature and use; the necessity for standard units; number, a ratio.

*Methods in Arithmetic:* Analysis and synthesis, induction and deduction,—compared, illustrated and applied; graphic methods; use of concrete material in making clear new processes and in verifying and interpreting operations performed; the use of text-books and of prescribed apparatus; the importance of training in, and devices to secure, neatness, accuracy, and speed in computation; the importance, place and treatment of oral arithmetic; the value of problems; the essentials of proper solutions; solutions by full analysis, and by performing operations only; “unitary” method and method of direct measurement; grading of problems; interest in problems for which the pupils themselves furnish the material; blackboard work; drill and examination work in arithmetic.

A thorough treatment of the various arithmetical operations and their applications with special stress upon the requirements of teachers engaged in public school work. This should include the following:—

Counting, measuring with standard units; numbers from 1 to 10, from 10 to 20, etc.; number pictures, notation and numeration; addition tables, exercises, devices; subtraction—by decomposition, by equal additions, and by complementary additions; multiplication—relation to other operations, tables, exercises, factors; division—short and long, factoring, cancellation, division by factors; measures and multiples.

*Fractions:* How and when to be introduced, different interpretations, notations, rules for operations deduced and applied; decimal fractions, correspondence of methods of numeration, notation, and operations with those of integers, recurring decimals.

*Applied Arithmetic:* Percentage, trade discount, commission, insurance, taxes, interest, discount, stocks, exchange; tables of weights and measures; the metric system; mensuration, including the areas of rectangles, triangles, parallelograms, and circles, and the volume of rectangular solids, cylinders, prisms, spheres and cones; square root.

## XI. Algebra

35. The special object of the course in algebra is to familiarize the teacher with its fundamental conceptions and to prepare him to present the various processes of the subject in the most effective way. Having regard to the fact that algebra is arithmetic generalized, its special object is the same as that of arithmetic, and, as the examination therein has usually been more recently passed than that in arithmetic, the professional side should receive most attention.

The scope of algebra: when the subject should be introduced.

Relation of algebra to arithmetic; a comparison of the nature and application of its symbols and operations with those of arithmetic; the equation as a means of connecting the subject with arithmetic and of introducing its symbols; the origin and explanations of algebraical symbols; the relation of algebra to geometry.

The use of induction, deduction, and mathematical induction in algebra.



*Methods of Teaching* algebraic notation, addition, subtraction, multiplication, division, formulæ, factoring, measures, multiples, fractions; testing algebraic operations by "checking."

*The Equation*: Its nature; identities; the solution of equations of one and of two unknowns, and of easy quadratics; the mathematical axioms employed in these solutions; the interpretation of results; the equation applied to the solution of problems; comparison, where possible, of algebraic with arithmetical solutions.

## XII. Geometry

36. The special object of the course in geometry is to prepare the teacher to train his pupils to attain skill in the use of instruments, in accurate measurements, and in drawing; and, through these, in inductive and deductive reasoning. As in the case of algebra, the professional side should receive most attention. The course includes the following topics:—

The scope of geometry; when it should be begun; methods of treatment—inductive and deductive; the relation of inductive geometry to deductive geometry; the inductive course for beginners.

Method of introducing the definitions.

The use of simple instruments, compass, protractor, divider and set square, in the measurement of lines and angles; the construction of lines and angles of given magnitude; the construction of geometrical figures.

The inductive method of proving some of the leading propositions of Euclid, through the accurate construction of figures; the deductive application of principles reached through induction.

Throughout the course, accuracy in construction shall be insisted upon as co-ordinate with exactness of thought.

## XIII. Writing

37. The object of the course in writing is to train the teacher to write rapidly and legibly, and to make him familiar with the best means of securing the most satisfactory results in the teaching of the subject. The course includes the following topics:—

The purpose of writing; its correlation with other subjects.

A brief outline of the different methods of teaching the subject.

Penholding; position at the desk; position of the paper; the proper formation of the small and the capital letters and the figures; various movement exercises; practice on paper and on the blackboard.

Use of headlines and copy-books; use of blank paper; its ruling; value of transcription, dictation, and composition in writing; how general and individual faults are corrected; the formation of a characteristic hand; how to deal with pupils having some physical disability. Business forms, including bills, receipts, promissory notes, cheques, drafts.

A brief review of the Lower School course in book-keeping, also affording practice in writing.

**NOTE.**—After the teacher-in-training has mastered in class the proper formation of the letters, etc., and the movement exercises, the master should require him to hand in from time to time exercises for criticism until his handwriting is satisfactory.

## XIV. Art Work

38. The special object of the course in art is to give the teacher such a knowledge of the subject, such a training of his æsthetic nature, and such facility

in the use of art as a means of expression as will enable him to develop like tastes and powers in his pupils. The course includes the following topics:—

The scope of art: art as a mode of expression and a means of æsthetic culture; its correlation with other subjects in the school course.

*Freehand Drawing*: How to use the various mediums, pencil, charcoal, crayons, ink with pen or brush; the drawing of common flat objects such as leaves, grasses, brooms, shovels, saws, hammers in an appropriate medium; the drawing of common spherical, cylindrical, and rectangular solids, illustrating the principles of free-hand perspective; the grouping of objects; simple landscapes from nature and imagination; illustration of games, occupations, nursery rhymes and stories; pose drawing.

*Blackboard Drawing*: The use of white, black, and coloured crayons on the blackboard and on large pieces of paper; rapid illustrative sketches to aid in the teaching of all subjects; blackboard drawing specially important to the teacher as a means of expression.

*Water Colours*: Theory of colour; the solar spectrum; the six standard colours, red, orange, yellow, green, blue, and violet; the intermediate hues, red-orange, yellow-orange, yellow-green, blue-green, blue-violet, and red-violet; the tints and shades of each colour in graduated scales; the pigmentary theory; primary, secondary and tertiary colours; complementary colours; colour harmony, dominant, analogous, and complementary; the neutral value scale; the making and applying of graduated and uniform washes; the representation in colour, neutral values, and sepia, of leaves, grasses, flowers, fruits, trees, insects, pet animals, birds, and common objects; the grouping of objects; simple landscapes from nature and imagination; elementary composition of pictures.

*Decorative Design*: The principles that determine the rhythm, balance, and harmony of tones, measures, and shapes; borders, surface designs, designing of Christmas cards, programmes, book covers; lettering; designs to be done in neutral value first and then carried out in colour.

How to study a picture; the critical study of a few masterpieces of painting.

#### BOOKS OF REFERENCE:—

Prang's *Text Books of Art Education*; 7 books, \$2.40.

Prang's *Art Education for High Schools*.

Prang's *Drawing Course*.

Atkinson, Mentzner and Grover: *Applied Arts Drawing Books*.

D. C. Heath & Co. *The Parallel Course Drawing Books*.

H. W. Poor: *How to Draw*.

*Practical Drawing: Arts and Crafts Course*—8 parts.

### XV. Manual Training

39. The special value of the course in manual training is to train the teacher to appreciate the educational value of various forms of constructive work, and to select and use in the most effective ways constructive exercises in the varying conditions of urban and rural schools. The course includes the following topics:

The scope of manual training; its correlation with other subjects in the curriculum; the selection of exercises based on the requirements of the school and the home: outlines of courses in the different forms of hand work. The practical course includes the following with concurrent methodology:—

*Handwork for Primary Grades*: Typical forms of constructive work adapted to the capacities of children in the lower grades, including weaving, elementary paper and cardboard work and modelling.

*Drawing*: A short course in mechanical drawing with and without instruments; plans and blue prints.

Advanced cardboard work; book-binding, simple repair of books; trimming and mounting of pictures.

*Modelling*: Materials used for modelling and how these are kept; modelling natural forms; plotting; modelling as a means of teaching geographical concepts; supplementing observation of the topography of school neighbourhood; supplementing word pictures in readers, etc.; models used in conjunction with drawing, etc.; in teaching principles of design.

*Woodwork*: Tools and how to keep them in good working order; designing; a short course in bench work; uses of woods and their suitability to such uses.

The construction of simple forms of school apparatus in wood, metal, glass, and their combinations.

Co-operative exercises in the above forms of work.

#### XVI. Household Science

40. The special object of the course in Household Science is to enable the teacher to relate the work of the school to the activities of the home. It is a form of Manual Training, and possesses the same educational value. The course includes the following topics, with concurrent methodology, the elaboration of the details depending upon the time available:—

The scope of Household Science; its correlation with other subjects in the school course.

*The House*: Purpose; location; general ideas concerning use and furnishing of the rooms; methods of cleaning, including principles of laundering.

*Foods*: Elements of food required by the body; sources, food value, and digestion of these; analysis of common foods—milk, eggs, meat, fruit, vegetables, cereals; effect of heat on these, as to food value, digestibility, and flavour.

*Cookery*: Principles of combustion; construction and care of stoves; fuels; principles and practice of each method of cooking—boiling, simmering, steaming, steeping, toasting, broiling, frying, baking; food combinations; flour mixtures; lightening agents used in these; table service.

*Bacteriology*: Occurrence and nature of bacteria; sanitation based on this knowledge (necessity for cleanliness, care of plumbing, disposal of waste, methods of disinfection); preservation of foods.

*Home Nursing*: The ideal sick-room (location, furnishing, ventilation, heating, care); care of the patient (bath, bed, clothing, and food).

*Sewing*: Study and application of different stitches, basting, running, stitching, back stitching, combination stitch, overcasting, top sewing, blanket, herringbone, feather-stitching, mending, darning (different kinds), button holes, mitred and square corner, hemming, doll's apron.

#### XVII. Music

41. The special object of the course in music is to train the teacher in the use of music as a means of self-expression and of æsthetic culture. The course includes the following topics:

*Tune*: Practice in singing from the staff and tonic-solfa modulators; intervals of moderate difficulty, contained in the major diatonic scales; modulation from any given key to its relative minor, and its dominant and subdominant.

*Time*: Practice in singing rhythmical studies in simple or compound duple, triple, or quadruple times; the pulse as the unit of measurement in time, with its divisions into halves, quarters, or thirds in varied combination.



*Ear Training:* Development of the power to recognize by ear, and to transcribe the tonal and rhythmic elements of short musical phrases, when sung or played.

*Voice Culture:* Practice in correct tone production; vowel formation; enunciation of consonants; breath control; correct intonation; and the equalization of the various registers of the voice.

*Songs:* The study of songs suited to the requirements of pupils in all grades of public and separate schools, with special attention to development of power in musical expression; the study of part songs of recognized merit, arranged for adult voices.

*Notation:* Elements of notation, both tonic-solfa and staff; the formation of the major and minor diatonic scales; elements of modulation and transposition.

*Vocal Physiology:* Comparison of abdominal, intercostal, and clavicular breathing; the larynx; action of the vocal cords in the production of the various vocal registers; influence of the mouth and nasal cavities on vocal resonance and vowel quality.

*Methods:* Concurrently with the foregoing course, a practical knowledge of recognized systems of teaching the tonic-solfa and staff notations shall be acquired; also of the relative importance of the staff and tonic-solfa systems and the grading of musical studies.

**NOTE.**—Teachers-in-training who, from any cause, consider themselves incapable of learning to sing should present their cases to the teacher of music at the beginning of the term. If, on examination, it should be found necessary, special instruction will be provided, adapted to their needs; and their efforts to overcome any natural disability which may be found to exist will be taken into account at the oral examination at the close of the term. The written examinations, however, are compulsory for all students. If a candidate is unable to teach music this fact will be stated in the Second Class certificate.

### XVIII. Physiology and Hygiene

42. The object of the course in physiology and hygiene is to train the teacher in the knowledge requisite for the maintenance of the health of both himself and his pupils, and to qualify him for supervising the sanitary conditions of the school and its surroundings. The course includes the following topics:—

*School Hygiene:* School sanitation. (See under School Management.)

*Communicable Diseases:* Common facts of bacteriology, general instructions for the detection of common communicable diseases; modes of preventing the spread of these diseases; sanitary legislation; duties of the teacher.

*Personal Hygiene* (with the necessary minimum of anatomy): Framework of the body; spinal curvature, its causes. Digestive system; foods, care of teeth; saliva. Physiology of respiration and circulation. Skin and other depuratory organs, hair, nails, bathing, clothing, etc. Muscles; the relation of exercise to health. Brain and nervous system; relation of mind to body; mental exercise; study; rules regarding mental work; irregular and overwork; mental strain and worry. Effects of alcohol, tobacco, etc., on organs and functions.

The eye: Its physiology and hygiene; lighting; myopia and presbyopia; affections produced by improper accommodation; colour blindness; tests for defective eyesight.

The ear, the nose, and the throat: Their physiology and hygiene; ear and throat troubles, causing dulness in pupils; tests for defective hearing and breathing.

*Accidents and Emergencies:* First aid in such cases as fainting, suffocation, drowning, hemorrhage, fractures and dislocations, venomous stings, poisoning, frost-bites, sunstrokes and heatstrokes, burns; bandaging.

### XIX. Physical Training

43. The special object of the course in physical culture is to enable the teacher to make proper provision for the physical training of his pupils. With physiology and hygiene (school and personal) as a basis it prescribes and directs rational forms of exercises for the attainment and maintenance of health, the development of a symmetrical body, and the formation of habits of grace and ease in muscular movement. To this end the teacher-in-training should be made familiar with the German, Swedish, French (Delsarte), and American systems of physical training. The course includes:

*Breathing Exercises:* Running, hopping, quick walking.

*Leg Exercises:* Standing positions, fundamental stride, etc.; standing with flexions of ankles and knees; fall-outs; charges, fencing positions and kneelings.

*Arm Exercises:* Starting position, hands at side, at shoulders, at thrust, at upward bend, at formal bend; movements of raising, swinging, rotation, circling, flexion, and intension.

*Neck and Trunk Exercises:* Flexion, extension, and rotation.

*Free Exercises:* All the simpler forms from fundamental positions; also compound movements of two parts in the same, opposite, and right-angled directions.

*Tactics:* Facings and steppings; marching in various formations of rank, file, column, etc.; fancy steps, following and changing steps, etc.; running.

*Special Exercises:* For correcting the individual defects that may be found among children.

*Recreative Gymnastics:* Indoor and outdoor games.

BOOK OF REFERENCE:—

*The Syllabus of Physical Exercises for Public Elementary Schools*, 25cts. The Copp, Clark Co., Toronto.

### XX. Manners

44. A course in manners. Especial care shall be taken that, while in attendance, the teachers-in-training shall observe the rules of courtesy and social etiquette.

BOOK OF REFERENCE:—

*Practical Etiquette*.

### NORMAL MODEL SCHOOLS

45.—(1) The terms of the Normal Model Schools shall correspond with those of the Public Schools in cities. The regulations of the Department of Education with regard to the pupils and teachers in Public Schools shall apply to the teaching staff and to pupils of the Model Schools, subject to any modification that may be made from time to time by the Minister of Education.

(2) The Head Master of each Normal Model School and the director of the Provincial Kindergarten shall act under the direction of the Principal of the Normal School to which their respective departments are attached, and shall be responsible to him for the order, discipline, and progress of the pupils, and also for the accuracy and usefulness of the lessons conducted by the teachers-in-training.

March, 1912.

## NORMAL TEACHERS' TRAINING COURSE AT THE UNIVERSITY OF TORONTO

(Circular No. 42)

### Elementary Household Science

#### Faculty of Instruction

The instruction given will be in the Massey-Treble Household Science Building of the University of Toronto, under the supervision of Miss Laird, Associate Professor of Household Science. The course will last for ten weeks, from April 20th to June 27th, 1912.

#### Regulations and Instructions

This course is provided for Grade A students of the Normal Schools who are successful in passing the April examination, and who intend to teach classes in Elementary Household Science as part of the course of study in rural and village schools.

Applicants for admission are required to pledge themselves to three years' teaching in the Ontario schools (see form of application). Applications are to be handed to the Principal of the Normal School not later than March 21st.

Good health is a condition of admission. Students showing signs of tubercular or nervous troubles will be asked to retire.

Teachers should arrange to reach Toronto on Friday, April 19th; classes will be organized on Saturday morning at 9 a.m. The Avenue Road, Belt Line, and Dupont Street cars may be taken to the building, which is situated on the corner of Bloor Street and Queen's Park.

No fees will be charged for the course. The Department of Education will pay the railway travelling expenses of the teachers-in-training (see below) and will allow \$4.00 per week towards the cost of board and lodging. A list of boarding houses will be supplied to each student by the Department along with the card of admission. To secure the foregoing allowance, a certificate of regular attendance signed by Miss Laird will be required by the Department. For residents of Toronto no such allowances will be made.

A *standard railway certificate* should be secured from the ticket agent on the purchase of a single first-class ticket to Toronto. On arrival at Toronto the certificate should be deposited with Miss Laird on the first opportunity. At the close of the term, return tickets will be issued by the railways at one-third of the first-class rate with an additional 25c. for viséing the certificate. A teacher will be allowed for travelling expenses one and one-third times the first-class railway fare from her home with the additional charge for viséing. Charges for sleepers, meals and baggage transfers will not be allowed.

#### Certificates

Certificates in Elementary Household Science, valid in the rural and village Public Schools, will be granted to those students whose work, as represented by regular attendance, laboratory and other practice, and final and other examinations, shows satisfactory progress and ability to teach Household Science in the schools. Students whose work or conduct is unsatisfactory at any time during the session will be asked to retire.



NOTE.—For particulars regarding special grants to teachers and school boards in connection with the teaching of Elementary Household Science, Manual Training, and Agriculture and Horticulture, see the Regulations therefor, which will be sent on application to the Deputy Minister of Education, Toronto.

**Character and Requirements of the Course**

The object of the course is to enable the teacher to give instruction in Elementary Household Science in schools which have not a fully equipped department. The instruction is adapted to the needs of the rural school pupil. It should be understood, however, that this course does not provide a full training in Household Science.

The instruction is given by means of lectures and laboratory work and is scientific and practical. The classes are held every week day except Saturday, from 9 a.m. to 12 noon and from 2 to 4 p.m.

Students are required to provide themselves with plain white aprons for work in food laboratories. Dark ones may be worn in household management classes.

A deposit fee of one dollar (\$1.00) is required of each student. This amount, minus the cost of equipment destroyed, will be returned at the end of the term.

**Course of Study**

**Foods and Their Preparations**

(Three Hours a Day)

This course includes an elementary study of foods, the methods of applying heat, the effect of different temperatures on the individual food principles and the cooking of these alone and in combination (vegetables, cereals, fruits, meats, eggs, milk, cheese), the action of leavening agents and the making of batters and doughs. Practice will also be given in planning and preparing simple meals.

**Household Management**

(Two Hours a Day)

The House: Planning, furnishing, heating, lighting, ventilation, disposal of waste, etc.

A study of cleansing agents and methods of using them with practical applications in care of room of the house, utensils, linen, etc.

Home Care of the Sick and Emergencies: Care and disinfection of sick rooms, making of beds, making of poultices, immediate treatment of every day injuries, simple bandaging, etc.

**Form of Teacher's Contract with the Department**

In consideration of my having received a free course of instruction at the University of Toronto in Elementary Household Science, I hereby agree (health permitting) to teach in the Public or Separate Schools of Ontario for a period of three years, and to give instruction, as far as circumstances permit, along the lines of my special training. In case of my failure to fulfil any part of this agreement I undertake to reimburse the Department of Education for the expense incurred in this course to the extent of \$15.00 for each year of the contract unfulfilled, and proportionally for any fraction of a year.

..... Teacher.  
..... Witness.  
Dated at .....  
.....day of ..... 191  
March, 1912.

**ENGLISH-FRENCH SCHOOLS****Certificates, and Summer and Model Schools**

(Circular No. 31)

**Certificates for the Year 1912-13**

1. If legally qualified English-French teachers are not obtainable for vacancies in English-French schools, the following shall be the provisions in such cases for the year 1912-1913:

(1) On the recommendation of the Inspector concerned the Minister of Education may renew until, at furthest, July, 1913, the expired and renewed English-French Third Class and District certificates; but, as a condition of such recommendation, the Inspector may require the holder of such certificate to attend an English-French Summer School.

(2) After those mentioned above have secured positions, experienced teachers who are holders of temporary certificates that expire in 1912, or of the Brevet d'Ecole Modèle or Brevet d'Ecole Académique certificates of Quebec, may, on the recommendation of the Inspector, be engaged on either of the following conditions:

(a) If they have already attended an English-French Summer School and taught successfully for at least one term, provided always that as a condition of such engagements, the Inspector may require such teachers to attend a second session of an English-French Summer School; or

(b) If they attend next July an English-French Summer School and pass the final examination thereof.

(3) Holders of professional Third Class and District certificates (including renewals and extensions) who pass the English-French Model School final written examination, may, on the recommendation of the Inspector under whom they last taught, be granted Third Class certificates, valid in English-French schools for five years from date of issue.

(4) Teachers in English-French schools who, as attested by an Inspector, have taught successfully therein for two years, who have passed the academic examination for Entrance into the English-French Model Schools and who have attended two sessions of the English-French Summer Schools, and passed the final examinations thereof, may be granted Third Class certificates valid in English-French schools for five years from date of issue.

**NOTE.**—In 1913 and thereafter candidates qualifying under (4) above will be required to pass, in addition, the final written examinations of the English-French Model Schools.

**Summer Schools**

2. For the above classes of students, English-French Summer Schools will be held at Ottawa and Sturgeon Falls, beginning on July 2nd, at 1.30 p.m., and ending on August 2nd, 1912.

3. The Department of Education will pay \$3.00 a week of the cost of board and lodging to all teachers, who agree, if successful, to teach in the English-French schools in Ontario, who attend throughout the course at either of the above Summer Schools, and whose ordinary place of residence is outside of a radius of three miles from the school. It will also refund the cost to them of one single Railway or Boat fare and one-third to Ottawa or Sturgeon Falls from the Ontario Railway Station or Wharf nearest their last school.

#### 4. Course of Study and Examinations:—

(1) The Course shall be that prescribed by the Department of Education for the English-French Summer Schools.

(2) The daily session shall be one of four hours and a half, exclusive of recesses. Saturday shall be a half-holiday.

(3) (a) Before admission to a course at either Summer School, each candidate shall pass at the School a written examination in English and French Grammar, Composition, and Spelling, and an oral examination in English and French Reading and Conversation, unless the candidate has already passed the examination for entrance into the English-French Model Schools.

(b) Each candidate shall submit a certificate that he or she will be seventeen years of age on or before September 3rd, 1912.

(c) The examinations prescribed in (a) above shall begin on the afternoon of July 2nd, and shall be held by the Principal of the School and an Inspector appointed by the Minister for the purpose.

5. Application for admission to one of the Summer Schools shall be made without delay through the Inspector to the Principal of the Summer School at Ottawa or Sturgeon Falls.

#### Model Schools

6. (1) The next session of the English-French Model Schools for the training of teachers for English-French schools will open at Ottawa, Sandwich, Sturgeon Falls, and Vankleek Hill on the 3rd of September, 1912, and close on June 20th, 1913.

(2) There shall be two vacations, as follows:

At Christmas, beginning on December 21st, 1912, and ending on January 6th, 1913; and

At Easter, beginning on Thursday, March 20th, 1913, and ending on Monday, March 31st, 1913.

7. The affiliated Roman Catholic Separate Schools of Ottawa, Sandwich, Sturgeon Falls, and Vankleek Hill, will be used as observation and practice schools.

#### Conditions of Admission

8. No one will be admitted to one of the Model Schools who does not agree, if successful in obtaining a certificate, to teach thereon in the English-French schools of the Province of Ontario for at least the first year of his subsequent teaching experience. The violation of this agreement will lead to the cancelling of the teacher's certificate.

9. Application for admission should be made to the Deputy Minister of Education not later than August 15th on a form to be supplied by him.

10. Each candidate for admission shall submit with his application to the Deputy Minister, on official forms supplied by him, the following certificates:

(1) A certificate of good moral character, from a clergyman or other competent authority;

(2) A certificate from a physician that he is physically able for the work of a teacher, and especially that he is free from serious pulmonary affection and from seriously defective eyesight and hearing;

(3) For admission to the Junior course at Sturgeon Falls, a certificate that the candidate will be fourteen years of age on or before September 3rd, 1912, and, for admission to the course at Ottawa or to the Senior course at Sturgeon Falls,



a certificate that the candidate will be sixteen years of age on or before September 3rd, 1912.

(4) For admission to the Junior course at Sturgeon Falls, a certificate of having passed (a) the Entrance examination into the High Schools or an equivalent or a higher Ontario examination; or (b) the Brevet d'Ecole Modèle examination of Quebec.

(5) For admission to the Course at Ottawa, Sandwich, and Vankleek Hill, or to the Senior Course at Sturgeon Falls (a) a certificate of having passed the Entrance examination into the Model Schools or an equivalent or a higher Ontario examination; or (b) a certificate of having passed the District Certificate examination of 1904 or any subsequent year; or (c) a certificate of having passed the Brevet d'Ecole Académique examination of Quebec.

11. (1) Before admission to a course at either school, each candidate shall pass at the school a written examination in French Grammar and French Composition and an oral examination in French Reading and Conversation, unless the candidate has already passed the examination for Entrance into the English-French Model Schools. Both examinations shall be of the standard of the Entrance to the English-French Model Schools.

(2) Before admission to a course at a school, each candidate presenting a Quebec certificate, under section 10 (4) and (5) above, shall pass at the school a written examination in English Grammar and English Composition and an oral examination in English Reading and Conversation.

(3) The examinations prescribed in (1) and (2) above shall be conducted by the Principal of the School and an Inspector appointed by the Minister for this purpose.

### **Courses of Study**

12. (1) At Ottawa, Sandwich, and Vankleek Hill the Course of Study will be both Academic and Professional and will cover a period of one session.

(2) At Sturgeon Falls the Junior Course of Study will be Academic and will cover a period of one session or of two sessions, according to the proficiency of the pupil; The Senior Course will be Academic and Professional and will cover a period of one session.

### **Board and Travelling Expenses of Teachers-in-Training**

13. (1) The Department of Education will pay \$3.00 a week of the cost of board and lodging of those who are in attendance and whose ordinary place of abode is more than three miles from Ottawa, Sandwich, Sturgeon Falls, or Vankleek Hill, as the case may be. It will pay the railway fare of all such going from their homes to the school in September and returning from the school at the close of the session. The foregoing allowance will be paid as follows:—Part in the month of February, for attendance till January 31st and railway fare to the school, and the balance in July for attendance during the balance of the year and return railway fare.

(2) A teacher-in-training who receives the financial aid provided for above will be required to teach in the English-French schools of Ontario for a period of three years, or to reimburse the Department of Education at the rate of one-third of the total financial aid for each unexpired year of the above mentioned three-year period.

### Certificates

14. Candidates who pass the final examination at Ottawa, Sandwich, and Vankleek Hill, or the final examination of the Senior Course at Sturgeon Falls will be granted Third Class certificates valid for five years in English-French Schools.

April, 1912.

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## SYLLABUS OF COURSES AND REGULATIONS FOR THE ENGLISH-FRENCH MODEL SCHOOLS, SESSION 1912-13

(Circular No. 4½)

### Location and Purpose

1. The English-French Model Schools are located at Ottawa, Sandwich, Sturgeon Falls, and Vankleek Hill.

2. The purpose of these Schools is to prepare teachers of the Third Class in the theory and the art of organizing, governing, and instructing the pupils of the English-French Schools of the Province, and to improve their academic preparation for teaching the subjects prescribed in the course of studies.

3.—(a) At Sandwich, Sturgeon Falls, and Vankleek Hill, such Public and Roman Catholic Separate Schools as may be affiliated are used for the purposes of observation and practice teaching by the teachers-in-training.

(b) At Ottawa the affiliated English Roman Catholic Separate Schools are used for the purpose of observation, and the affiliated English-French Roman Catholic Separate Schools for the purposes of observation and practice teaching by the teachers-in-training, and for the teaching of model lessons by the staff of the Model School and such teachers of the affiliated English-French Schools as the Principal of the Model School may designate for this purpose.

### Session and Vacation

4.—(1) The next session opens at Ottawa, Sandwich, Sturgeon Falls, and Vankleek Hill on the 3rd of September, 1912, and closes on June 20th, 1913.

(2) There are two vacations, as follows:

At Christmas, beginning on December 21st, 1912, and ending on January 6th, 1913; and

At Easter, beginning on Thursday, March 20th, 1913, and ending on Monday, March 31st, 1913.

(3) The daily session shall be one of five hours, exclusive of recesses. Saturday shall be a holiday.

(4) For the more important subjects, lesson periods of 40 minutes each are recommended.

### Conditions of Admission

5.—(1) Each candidate for admission shall apply not later than August 21st to the Deputy Minister, who will supply the official forms provided for the following certificates:

(a) A certificate of good moral character, from a clergyman or other competent authority;

(b) A certificate from a physician that he is physically able for the work of a teacher, and especially that he is free from serious pulmonary affection and from seriously defective eyesight and hearing;

(c) For admission to the Junior course at Sturgeon Falls, a certificate from competent authority, that the candidate will be at least fourteen years of age on or before September 3rd, 1912, and a certificate of having passed (a) the Entrance examination into the High Schools or an equivalent or a higher Ontario examination; or (b) the Brevet d'Ecole Modèle examination of Quebec.

(d) For admission to the course at Ottawa, Sandwich, and Vankleek Hill, or the Senior course at Sturgeon Falls, a certificate from competent authority that the candidate will be at least sixteen years of age on or before September 3rd, 1912, and a certificate of having passed (a) the Entrance examination into the English-French Model Schools, or an equivalent or a higher Ontario examination; or (b) the District Certificate examination of 1904 or any subsequent year; or (c) the Brevet d'Ecole Académique examination of Quebec.

(2) Before admission each candidate shall pass at the school (a) an oral examination in English and French Reading and Conversation, and (b) a written examination in English and French Grammar, Composition, and Spelling, unless the candidate has already passed the examination for Entrance into the English-French Model Schools. Both examinations shall be of the standard for Entrance into the English-French Model Schools, and shall be conducted by the staff of the school, and the results settled by the Principal.

6.—(1) Every teacher-in-training shall, on admission, sign an agreement, that if successful in obtaining a certificate he will teach thereon in the English-French Schools of the Province of Ontario for at least the first year of his subsequent teaching experience. The violation of this agreement will lead to the cancelling of the teacher's certificate.

(2) Every teacher-in-training who accepts the aid offered by the Department in Regulations 7 and 8 below shall, on admission, sign an agreement to teach in the English-French Schools of the Province of Ontario for three years or to reimburse the Department of Education at the rate of one-third of the total value of such aid for each unexpired year of the above mentioned three-year period.

#### **Board and Travelling Expenses**

7.—(1) The Department of Education will pay \$3.00 a week of the cost of board and lodging of the teachers-in-training whose ordinary place of abode is more than three miles from Ottawa, Sandwich, Sturgeon Falls, or Vankleek Hill, as the case may be. Subject to the approval of the Minister of Education, it will also pay the railway fare of all such going from their homes to the school in September and returning from the school at the close of the session.

(2) The foregoing allowance will be paid as follows:—Part in the month of February for attendance till January 31st and railway fare to the school, and the balance in July for attendance during the rest of the session and return railway fare.

#### **Text=Books**

8.—(1) Each teacher-in-training shall bring with him the text-books he has been using at school.

(2) Each teacher-in-training in the Junior Course at Sturgeon Falls will be provided with any additional text-books he may need for the course for admission into the English-French Model Schools.



(3) Each teacher-in-training in the course at Ottawa, Sandwich, and Van-kleeck Hill, and the Senior Course at Sturgeon Falls, will be provided with the following text-books needed for the course:

*I. For academic work:*

(a) Such additional text-books prescribed for the High, Public, and Separate Schools as may be found necessary.

(b) Les Frères des Ecoles Chrétiennes: Leçons de Langue Française (Cours Supérieur); Charles Leroy: Lectures graduées et leçons de littérature; Les Frères de Ecoles Chrétiennes: Cours théorique et pratique de Style.

*II. For professional work:*

(a) McMurray: The Method of the Recitation; Gordy: Psychology; Millar: School Management; The Syllabus of Physical Exercises for Public Elementary Schools; Practical Etiquette.

(b) Une réunion de Professeurs: Enseignement de la Lecture (Méthodologie); Haustrate et Labeau: Cours complet de pédagogie.

(c) The Manuals on Methodology published by the Department of Education.

*III. For work in the Practice Schools:*

Such additional text-books used in these schools as may be necessary.

**Duties of Staff**

9.—(1) Subject to the regulations and to the approval of the Minister of Education, the Principal of each Model School shall prescribe the duties of his staff and shall be responsible for the efficiency of the Model School and the affiliated Separate School Classes.

(2) The members of each staff of the affiliated Schools shall be provided by the Board, and shall be subject to the approval of the Minister. For Model School purposes they shall be subject to the authority of the Principal.

**Duties of Teachers-in-Training**

10.—(1) Teachers-in-training shall board and lodge only at such houses as are approved by the Principal.

(2) They shall attend regularly and punctually, and shall submit to such discipline and directions as the Principal may prescribe.

(3) Teachers-in-training who, in the opinion of the staff, are unduly defective in scholarship, or whose conduct or progress is unsatisfactory, may be dismissed by the Principal at any time during the session from further attendance.

**Library**

11. Under the direction of the staff, the Library shall be constantly used for consultation by the teachers-in-training. The Library contains a supply of books of general and professional literature, and several copies of each of the following:

Carpenter, Baker, and Scott: Teaching of English.

Chubb: Teaching of English.

MacClintock: Literature in the Elementary School.

Arlo Bates: Talks on the Writing of English.

Arlo Bates: Talks on the Teaching of Literature.

Dearness: How to Teach Nature Study.

Silcox and Stevenson: Nature Study.

Scott: Nature Study and the Child.

Arnold Foster: This World of Ours.

Smith: Teaching of Elementary Mathematics.

Young: The Teaching of Mathematics.

Betts: The Mind and Its Education.

Bagley: Class Management.

White: School Management.

Landon: Principles and Practice of Teaching and School Management.

Magnan & Tremblay: Méthode de Langue Française. Teachers' Ed. I Book, II Book.

Les Frères des Ecoles Chrétiennes: Méthodologie.

Les Frères des Ecoles Chrétiennes: Eléments de Pédagogie Pratique, Vol. II.

Carré et Liquier: Traite de Pedagogie.

### Literary Society

12. A Literary Society for general culture and for professional advancement shall be established in each Model School, and shall be fostered by the staff as an important part of the course of study. It should begin immediately after the work of organizing the school has been completed, and should meet at least twice a month until the special preparation for the final examination begins. The programme should include essays, debates, recitations, and the reproduction of suitable scenes from standard plays.

### Examinations

#### Subjects and Values

13. The final standing of the teachers-in-training shall be determined on the results of the following:

(1) A written examination in the subjects of Groups I and II below, on papers prepared by the staff, immediately before the Christmas vacation. The maximum marks for each subject shall be 20.

(2) A final written examination in June in Groups I and II, on papers prepared by the Department and uniform for all the schools. The maximum marks for each subject shall be 60.

(3) The sessional Records in Groups I and II below: Oral and written class tests given throughout the session. The maximum marks for each subject shall be 20.

(4) In settling the results in each subject of Groups I and II, the marks at the Christmas and the Final examinations and those of the Sessional Records shall be combined, making a maximum total of 100.

(5) Oral, written, and practical tests given throughout the session in Group III below, more especially towards the close, in matter and method, and a final written and practical examination held by the staff when the course in each subject of the Group is completed. The maximum marks for each subject shall be 100, except for School Law and Regulations and for Manners, which shall each be 50 (25 marks for the paper on Manners, and 25 on the report of the staff as to the general deportment of the teacher-in-training).

(6) The course in Group IV: Observation and Practice-teaching during the session and especially towards the close thereof. The maximum marks for Observation lessons shall be 200, and for practice-teaching 1,200.

14.—(1) All the examinations shall be based on the courses as laid down in this syllabus.

(2) At the examination in Groups I and II there shall be one paper in each subject.

(3) The examination in Groups II and III shall include a thorough test of the academic qualifications of the teacher-in-training.

15. The following are the Groups and the included subjects:

*Group I*

The Principles of Education, School Organization and Management.

*Group II*

Arithmetic, Literature (English and French), Grammar (English and French), Composition (English and French), History and Geography.

*Group III*

Nature Study, Art, Music, Reading (English and French), Spelling (English and French), Writing, Physical Training, Hygiene, School Law and Regulations, Manners.

*Group IV*

Observation and Practice-teaching in the Affiliated Schools.

**Certificates**

16.—(1) A teacher-in-training who obtains 40 per cent. of the marks in each subject and 60 per cent. of the aggregate of the marks for each of Groups I, II, III, and IV, may on the recommendation of the staff be granted a Third Class certificate valid for five years in an English-French School.

(2) A teacher-in-training who fails at the final examination in one or more of Groups I, II, and III, but who makes 60 per cent. of the aggregate of the marks for Group IV, and 35 per cent. of the marks in each subject and 55 per cent. of the aggregate of the marks in each of Groups I, II, and III, may, on the recommendation of the staff, be granted a District Certificate valid for one year in an English-French School. He may also obtain a Third Class Certificate without attending a second session, if he passes subsequently the final examination of an English-French Model School in the Group or Groups in which he has failed. All other candidates who fail shall attend a second session.

(3) Candidates who are exempt from attendance shall pass the examination in Groups I and II, but they shall be exempt from an examination in Groups III and IV, provided they submit to the Minister a certificate from the Principal of a Summer Model School that they have passed in the subjects of Group III and a certificate from their last Inspector that they have taught successfully for at least half a year. For such candidates, each subject in Groups I and II shall be valued at 100 marks, and the pass standard shall be 40 per cent. of the marks for each subject and 60 per cent. of the aggregate of marks for each Group.

**Courses of Studies**

17.—(1) The Junior Course of Study at Sturgeon Falls shall cover a period of two school years, and shall be the academic course prescribed for Entrance into the English-French Model Schools. (See High School Regulations, page 56.)

(2) The course of study at Ottawa, Sandwich, and Vankleek Hill and the Senior Course at Sturgeon Falls shall cover a period of one school year, and be both academic and professional, as follows:



(a) The Principles of Education and General Methodology, School Organization and Management, and Special Methodology.

(b) A thorough review of the Public and Separate School Course from the standpoint of Pedagogy and the requirements of the Public and Separate Schools, *the Special Methodology being taken up at each stage of the academic review.*

(c) Special instruction in Writing, Art, Physical Training, Hygiene, Music, Sewing, Manual Training, School Law and Regulations, English Reading, French Reading (including Literature), French Grammar and French Composition (including Spelling), as provided in the text-books detailed in Reg. 8, I (b).

(d) Supervised Observation and Practice-teaching in the Affiliated Schools, as detailed in Regulations 23-28.

### **Language of Communication and Instruction**

18. In the Model School itself the language of communication and instruction shall be English, except in the teaching of French Reading, Grammar, and Composition, for which French may be used. In the Affiliated Schools the provisions of 3 (1), Circular of Instructions 17, shall prevail as follows:

Where necessary in the case of French-speaking pupils, French may be used as the language of instruction and communication; but such use of French shall not be continued beyond Form I, excepting during the school year of 1912-13, when it may also be used as the language of instruction and communication in the case of pupils beyond Form I who, owing to previous defective training, are unable to speak and understand the English language.

### **Order of the Courses**

#### **Introductory**

19. In order that the teacher-in-training may begin early the Observation work and the Practice-teaching, an introductory course shall be taken up in the following order:

(1) An elementary academic review of at most three weeks.

(2) The prime essentials of the course in the Principles of Education and General Methodology taken once a day for the same period.

#### **Sessional**

20. To prevent the dissipation of energy which would result from the concurrent study of a large number of subjects diverse in content, the system of intensive study should be followed so far as the special qualifications of the members of the staff will permit. In the order of the courses and the grouping of the subjects, due regard should be had to the character of each subject and its natural relations, and to the logical development of the courses and their relative functional value in the pedagogy of the Public and Separate School programme.

When a subject has been finished, it should from time to time be reviewed with a further extension of the most important parts, having due regard to its character and importance.

21.—(1) On the professional side, after the completion of the Introductory Course prescribed above, the course in the principles of Education should be taken up three times a week until finished. The course in School Organization and Management should be taken up from the first twice a week until finished.

(2) The total number of lessons for each of the following subjects should be as nearly as practicable as follows:

The Principles of Education and School Organization and Management, each 50; Manners, 5; School Law and Regulations, 10.

(3) The number of lesson-periods per week for each of the following subjects should be, as nearly as practicable, as follows:

French: Reading (including Literature), Composition (including Spelling), and Grammar, 6; Art, 2; Music, 1; Manual Training, 1; Physical Training, 1; Writing and Book-keeping, 1; Literary Society, 1; Observation and Practice-teaching, 4 (minimum); Religious Instruction, 1. Practice in Singing should also be given for a few minutes between lesson periods, and in Physical Exercises at recess.

(4) The provision for the other subjects of the course shall be made by the Principal in accordance with the amount of time at his disposal and the necessities of the teachers-in-training.

22. The following principles of selection and order should be observed in the Special Methodology and the academic treatment of the other subjects of the course:

(1) In the Mathematical group, Arithmetic should be taken about three times a week for about the first six months. It should then be continued with one lesson a week to the end of the session, the other two periods being given to the Special Methodology of the elements of Algebra and Geometry.

(2) The subjects of the groups, Geography and History; Language, Grammar, and Composition; and Phonics, Voice Culture, and Reading, should respectively be related in organization as are the subjects of the Mathematical group; Geography, Language and Grammar, and Phonics and Voice Culture preceding in their respective groups.

(3) In the Science group, the Biological side should be given special attention during the Autumn and the Spring, and all the Science subjects should be taken up first from the Nature Study point of view.

### Observation and Practice-Teaching

23.—(1) The introductory Courses provided for in Regulation 19 shall be followed by systematic Observation and Practice-teaching, the minimum number of Observation lessons being 30 and of Practice-teaching lessons 25, but these numbers shall each be increased to meet the necessities of individual teachers-in-training.

(2) A Course of Observation in the different forms of the Affiliated Schools taken three times a week for about three weeks shall precede the Practice-teaching.

24.—(1) When the attendance renders it necessary, the teachers-in-training shall be divided into suitable groups, and the work of Observation and Practice-teaching shall be taken up systematically per time-table arranged from time to time. A member of the staff shall accompany the teachers-in-training in both the Observation and Practice-teaching courses.

(2) At least that group to which the teacher-in-training belongs shall be present at the discussion of his Observation and Practice-teaching lessons.

25.—(1) The Observation and Practice-teaching lessons for each teacher-in-training shall, as far as practicable, be arranged so as to cover the work of the English-French Schools in all subjects and in all grades.

(2) Continuous practice-teaching for several periods towards the end of the course shall be required, the teacher-in-training being wholly responsible for the discipline of the class.

26.—(1) The Principal shall notify the teacher-in-training of the subject



and the scope of the Observation lesson, whether taught by a Model School teacher or by a teacher of the affiliated school, and shall prepare the lesson beforehand.

(2) After observing the lesson, the teachers-in-training shall submit a report upon it to the master concerned for the discussion thereof.

(3) Teachers-in-training shall prepare a plan of each Practice-teaching lesson for submission to the Model School teacher concerned.

27.—(1) The Model teachers in charge of the academic work in a subject shall develop its details in their teaching order, and shall also themselves teach model lessons in the Model Schools and affiliated schools. *These model lessons should be taught only at the close of what forms an organically whole section of the subject.*

(2) Model lessons shall also be taught by such teachers of the Affiliated Schools as the Principal of the Model School may select for the purpose.

(3) All the model lessons in the Affiliated Schools shall be taught in accordance with the regular programme of the School.

28.—(1) The necessary application of the Principles of Education and of Methodology shall be made systematically by the Model School teachers in connection with the Model and the Observation lessons and the Practice-teaching.

(2) *Concerted work on the part of the Model School teachers, and of such of the teachers in the Affiliated Schools as the Model School Principal may have selected, shall be secured by frequent conferences of the staff, especially before the work concerned begins.*

### Syllabus of Courses

#### The Principles of Education and General Methodology

29. The object of the course is to provide the teachers-in-training with such a working conception of the nature of Education and of Methodology as is practicable at this stage, and as will improve natural tact and skill by determining procedure and forming ideals. The course includes the following topics:

*Aim of Education:* Examination of the chief current definitions of Education; relation of aim to procedure in Education;

*Laws underlying the Process of Teaching:* The relation of analysis to synthesis, of induction to deduction; purpose of methods of instruction.

*The Plan of the Recitation:* Adjustment to the needs of the capacities of the pupils; relation of previous work; examination of the "five formal steps" of the Herbartians.

*Questions and Answers:* Use of questioning in the development of the individual and general notions; right and wrong methods of questioning; examination of the so-called Socratic method; answers; qualities of a good answer; treatment of faulty answers; mistakes in dealing with answers; illustrations, their office and value.

*Instincts and Interests:* The place of natural tendencies in the development of mental life; a study of some of the more significant of the child's instincts and interests; methods of eliminating, strengthening, or modifying instincts and interests.

*Habit and Association:* Nature of habit; relation of habit to instinct; conditions of the formation of habits; the laws of habit applied to school studies, especially to those involving the acquisition of skill such as writing, reading, manual training, art, etc.; the place of habit in character formation; nature of association; conditions of association; relation of association to habit; how to form permanent associations; relation of habit to character.

*Apperception:* Nature of apperception; necessity for making subjects taught



meaningful; the process of interpreting the new in terms of the old applied to school studies; significance of the maxim, "Proceed from the known to the related unknown."

*Attention:* Nature of attention as a process; conditions of attention; relation of attention to habit and association; interest in its relation to attention; voluntary and non-voluntary attention distinguished; attention in young children and in adults compared; methods of securing and retaining attention; obstacles to attention.

*Retention:* Conditions of retention; the relation of retention and apperception; the factors in efficient recall; functions of the drill lesson and of the review lesson; methods of conducting drill and review.

*Individual and General Notions:* How they are distinguished from each other; how individual notions should be approached and presented; how to proceed from individual to general notions; the value of types in the development of general notions; how general notions should be applied.

*Impression and Expression:* Their interdependence; importance of this interdependence as the basis for the constructive side of school work; its bearing upon the development of character.

### **School Organization and Management**

30. The object of the course is to give the teacher-in-training, in the light of the principles of education, a knowledge of the technique of school management and organization which shall enable him to secure the orderly and efficient working of a one-teacher school. The course includes the following topics:

*The Teacher:* Natural qualifications of a good teacher; importance of scholarship, training, experience, professional studies, wide culture, Teachers' Associations; of good magazines, professional and cultural, etc.; the teacher's relations with the principal, the inspector, trustees, parents; civic and social duties; personal power and influence in the school and the community; daily preparation for teaching; correcting written exercises; care of health.

*Classification:* The value of school organization; evils of over-classification; promotions, when and how made.

*The Daily Programme:* Principles involved in the construction of a timetable; seat work; individual black-board work; the question of fatigue; typical time-tables for ungraded schools; school records.

*Written Examinations:* Good effects; bad effects; school results that cannot be tested by examinations; how to set examination papers; reading and valuing the answers; examinations as related to promotions.

*School-room Routine:* Chief varieties of mechanizing routine; their advantages and disadvantages; appointment of monitors.

*Desirable School Habits:* Punctuality; neatness in person and work; accuracy; promptness; quietness; industry; obedience; truthfulness; honesty; the relation of the preceding to moral training.

*School Incentives:* Kinds and office; effects on character, on school work, on health.

*Order and Discipline:* What is meant by good order; the chief elements of governing power; faults and how to avoid them; co-operation of school and home; punishment, ends and necessity, right conditions, characteristics of judicious punishment, injudicious punishment, the discipline of consequences.

*Physical Education:* Relations of physical and intellectual development; im-

portance of change of work: value of plays and games; organized and unorganized play; the teacher on the playground; physical exercise within the school.

*The Kindergarten*: Its essential principles; relation to the school system as a whole.

NOTE.—For information as to the necessary details of School Accommodations and Equipment, the teacher-in-training is referred to Circular 33.

### School Law and Regulations

31. The Ontario School Law and Regulations in so far as they deal with the duties and obligations of teachers and pupils. The following should be emphasized—

The importance, in official correspondence, of signing the name correctly and the Christian name in full and of specifying, in the case of females, whether Miss or Mrs.

The necessity of making all agreements clear and conclusive. These should be contracts as provided by the statute. Substituting for the contract an agreement made orally or by correspondence often leads to misunderstanding and difficulty.

NOTE.—Every school register contains two copies of a form of agreement, one for the teacher and one for the Board. Additional copies may be obtained on application to the Department.

Duties of teachers and inspectors. The payments of the Grants and other matters directly affecting the teacher, trustees, and school.

Regulations of the Public, Separate, and English-French Schools.

The calling and conducting of school meetings and the consideration of matters incidental thereto, such as the duties of auditors, appeal to Inspectors, etc.

Non-resident pupils and the charging of fees.

Penalties and prohibitions regarding the buying and selling of text-books and school supplies and the use of unauthorized books, pamphlets, school helps, and magazines.

The Ontario Public Health Act and Regulations, so far as they pertain to teachers, pupils, and the school.

### Special Methodology

32. The object of the course is to prepare the teacher-in-training for intelligently observing and teaching in all grades of the Public and Separate Schools, by enabling him to apply the principles of education and, in particular, to adapt to the work in each subject the principles of general method. The work in special methodology should be preceded by a general survey of the Public and Separate School Course of Study with a view to understanding the special object of each subject and the correlation of the different subjects amongst themselves.

These lessons should be followed by the systematic study of the subject matter of the Public and Separate School text-books with emphasis on the elements; such study to be concurrent with special methods of instruction, accompanied by type lessons and other illustrations of the most important topics, and including those topics detailed under each head below, so that the teacher may know how to use each text-book. The work in the special methodology of each subject should be introduced by a few lessons of a general character, embracing the application of the principles of general method to the teaching of the subject.

The special methodology of teaching English to French-speaking pupils is outlined under Language and Composition below, and fully dealt with in the Man-

ual of Methodology. For the methodology of French Reading and Grammar, little special provision is necessary; it may easily be adapted to the Methodology of English Reading and Grammar. In the case of Grammar, however, elementary French Etymology should be taken up in the language lessons of Form II on account of the numerous inflections which must be assimilated early in order that the pupil may be able to write and spell even simple sentences. Such other special methodology in French as is needed is provided for in the professional works listed in Reg. 8, II, (b).

*The Manuals of Methodology, provided in each subject by the Department of Education should be constantly used by the teachers-in-training.*

### Language and Composition

33. The special object of the course in Language and Composition is to prepare the teacher to train his pupils to speak and to write good English and good French as a fixed unconscious habit. The course includes the following topics:

*Oral and Written Composition:* Their relation; how habits of speaking and writing correctly are formed; the effect of the teacher's example upon the pupil's language; importance of libraries for supplementary reading; influences opposed to good usage; incidental work in language training; expression as a stage in the development of every lesson; necessity for special exercises in oral and written composition.

*Methods in Oral and Written Composition:* Methods of encouraging the pupil's free natural expression and of extending his vocabulary through oral exercises; principles governing criticism of oral work; the dangers connected therewith and the means of avoiding them; value of formal linguistic exercises; the relation of a knowledge of grammatical rules to the development of correct forms in speech; method of correcting common errors; relative value of pupil's own language and of special exercises in false syntax as material for criticism; the principles to be kept in view in conducting exercises in written composition; supervision and aid during writing; value of topical outlines; the place of home-work in written compositions; methods of correcting compositions; value of re-writing.

*Materials for Written and Oral Composition:* Principles governing choice of topics; gathering, selecting, and arranging material; class answers as material for oral composition; importance of framing questions that will require answers of considerable length; the reproduction of fairy and folk stories, fables, poems, biographies; relative value of reading and telling stories; transition from reproduction to originality; descriptions of personal experiences, real and imaginary; pictures suggestive of stories; school games; autobiographies of familiar things; developing themes from minor incidents, themes connected with school studies, general themes; letter writing, with special attention to form and style; invitations and replies thereto; bills, receipts, promissory notes, etc.

*Teaching English to French-speaking Pupils of Form I:* The Natural, or Direct method: The establishment of the same direct association between experience and expression as exists in the use of the mother tongue—in associating in the mind the impression or idea directly with the English word, and, in the process, the successive use of the eye, ear, and voice—showing, expressing, and having the pupils repeat. The object of the method to give the pupils the command of the language as a means of oral and written self-expression.

The mother-tongue not required to teach English, if the natural method is properly applied. When required to clear up any difficulty or to avoid a loss of time, its use to be confined to explanations which are absolutely necessary.



The value of Nursery Rhymes and Memory Gems as a means of acquiring a good pronunciation and of developing the sense of rhythm.

The pupil to understand clearly the meaning of everything he says, and never to be asked to write or memorize anything that he does not understand clearly, and cannot say correctly.

The methods to be adopted when the pupil has already acquired some knowledge of English.

### Reading

34. The special object of the course in Reading is to prepare the teacher-in-training to train his pupils to get the writer's thoughts and feelings (*intelligent reading*) and to communicate them to the listener so that he may appreciate them (*intelligible reading*). The course includes the following topics:—

*The Scope of Reading*: Its correlation with other subjects; importance of training in reading and in the principles of vocal expression to the pupil's ordinary speech and general culture; the limitations of the pupil's ability to interpret words; his previous preparation.

*Methods in Reading*: The word, sentence, phonic, and combination methods; devices for securing rapid word recognition and for fixing attention on the thought, as well as upon the word forms in the earlier stages; means of securing natural expressive reading; the place and limitations of imitative reading; common faults on the part of both pupil and teacher and how to correct them; criticism by teacher and by pupils. Change in purpose and methods of reading as determined by the development of the pupil's experience and powers; methods of developing in pupils the habit of reading for thought and pleasure; reading as a means of creating and fostering a taste for good literature.

*Forms of Reading*: The function and value of silent reading, sight reading, dramatic reading, elocution, declamation.

### Spelling

35. The special object of the course in Spelling is to prepare the teacher-in-training to secure accuracy in the subject. The course includes the following topics:—

*Scope of Spelling*: Its correlation with other subjects; causes of the difficulties experienced by pupils in learning to spell; causes of incorrect spelling.

*Methods in Spelling*: Necessity for teaching, not merely testing, spelling; phonic exercises and word-building in relation to spelling; syllabication; the place of transcription and dictation; methods of checking and correcting errors; value of re-writing; prevention *versus* correction; the character of drill and review exercises in spelling; methods of varying the spelling recitation; value of rules in spelling.

*Materials for Spelling*: Principles of selection of material for spelling; grouping of words for the purpose of spelling; incidental spelling; uses of the dictionary and of the spelling-book.

### Literature

36. The special object of the course in Literature is to prepare the teacher-in-training to create in his pupils a taste for good literature, while broadening their knowledge, moulding their characters, and aiding them to appreciate the beauty and the power of artistic expression of thought and feeling. The course includes the following topics, to be illustrated fully by reference to the School Readers:

*Selection of subject-matter for Literature Lessons*: Qualities of literature that appeal to children of different ages; basis of selection of material for different

grades; lists of suitable nursery rhymes, fairy tales, fables, nature stories, etc., adapted to children of lower grades and of works for pupils in the highest grades; complete wholes *versus* extracts.

*Methods in Teaching Literature:* Methods of dealing with primary literature; comparison of values of reading and telling; the application of the general principles of method to the teaching of literature; method in supplementary reading contrasted with that in exact study; the importance and method of memorizing selections; the value of oral reading in the interpretation and appreciation of literature; the importance of the teacher's own ability to read well.

*Lesson Procedure:* Preparation of the pupils; necessity for preparing a suitable mood for lesson; how far the author's biography has a place here; preliminary reading of the selection; the main thought of the lesson grasped in a more or less indefinite way through a reading of it; the analysis of a selection into its wider thought-elements and the analysis of these again into their elements; the place of explanation of words and phrases; the use of the dictionary; the relation of the subordinate thoughts to the unity of the whole, the main thought of the selection as made definite by the analysis; the oral reading of the selection by pupils after study; the value of oral and written reproduction and of memorization; suitable seat work.

*Examinations in Literature:* Difficulties of examining in literature; specimen examination questions.

*Teacher's Preparation:* Special importance of teacher's own qualifications; private reading-courses for teachers; suggestions for their future reading.

*Teacher's Preparation:* Special importance of teacher's own qualifications; sessional private reading-courses for teachers-in-training; suggestions for their future reading.

*School Library:* Principles to be kept in view in selecting works for the school library; methods of making use of school library; means of securing the co-operation of the home in the pupil's reading.

### Grammar

37. The special object of the course in Grammar is to prepare the teacher-in-training to secure precision of expression on the part of his pupils, to train them in habits of logical analysis, and to give them a basis for self-criticism in language by developing the principles of language structure. The course includes the following topics:—

Meaning of Grammar; the relation of grammar to speech; correlation with other subjects; when to begin the study of English and French Grammar respectively.

The sentence as the starting point; basal value of function; order and method of teaching the parts of speech; principles of classification as applied to grammar; inflection, use and value of our remaining inflections; rules of syntax, their value; use of grammatical terminology; definitions, their value; how to be obtained, how to be applied; analysis and parsing, aim and value of each; value of diagrams; oral and written exercises; treatment of false syntax.

### History

38. The special object of the course in History is to prepare the teacher to train pupils to adapt human experiences to present situations. In the elementary stages the chief objects are to arouse an interest in historical studies, to enable the pupils to appreciate the logical sequence of events, and to give them a knowledge of



their civil rights and duties; also to stimulate a love of country. The course includes the following topics:—

*The Scope of History:* The correlation of history with other subjects, especially geography; the special value of Canadian and of British history; the proper perspective in the development of the subjects; parts enlarged in the academic review; what makes an event important.

*Methods:* The recitation, its form and purposes; the place of oral teaching and of black-board work by teacher, and of written exercises at seat and at black-board by pupils; methods in oral and in written work; the use of pictures, maps, etc.; of readers and of the text-book; relation of method to the personality of the teacher and his knowledge of the subject; special importance of preparation of lesson by teacher owing to mass of detail; errors to be avoided.

The selection and arrangement of material suitable for different grades, the place and purpose of local history and the history of the aborigines and pioneers.

*Biography:* The natural attractiveness of biography; the relation of biography to history; the use of a study of biography in the development of character; selection of suitable biographies for pupils of different grades, as the lives of explorers, navigators, and soldiers for primary grades; of statesmen, poets, scientists, etc., as representing more complex conditions, for pupils of higher grades.

*Epochs:* Their relation to biography; systematic chronological study of history and its value and dangers; the causal sequence of events.

*Civics:* Ends to be kept in view in teaching civics; consideration of work to be undertaken in civics; study of civic institutions as appearing in their lowest forms among primitive peoples; the beginnings of governments, of courts, of school systems, of factories, of means of transportation, etc., study of present forms of civic institutions.

*Supplementary Material:* The use of mythology, ballads, orations, epics, legends, tales of chivalry, narrative poems, and historical novels; character of history readers and of supplementary works for the different grades, significance and value of our Flag.

### Geography

39. The special object of the course in Geography is to prepare the teacher-in-training to extend the pupils' knowledge of the earth and its relation to life thereon, and to assist them in interpreting and utilizing their physical environment in accordance with their needs. The course includes the following topics:—

*The Scope of Geography:* its relation to other subjects, especially to Nature Study, History, and Elementary Science.

The review of the course should lay special emphasis on the study of the earth's surface and the changes wrought thereon by the various agencies, rock formation and soils, distribution of mineral products, plant and animal life, the earth's relation to other heavenly bodies, weather and climate, man's relation to the rest of the world, and commercial and political geography.

*Methods in Geography:* The order of development of the subject in rural and urban schools; the use of maps, globes, pictures, black-board drawings, natural objects, specimens of products, stereoscopic views, sand-table; scrap-book; modelling, map drawing, scales and projections; weather observations and records, simple experiments in explanation of natural phenomena; excursions in connection with the observations in local geography; the use of the reference library, books of travel, geography readers, etc., common mistakes in teaching geography and means of avoiding them; special importance of the preparation of the lesson by teacher owing to the mass of details.



### Nature Study

40. The special object of the course in Nature Study is to broaden and deepen the teacher's sympathies and interests, and, through him, those of his pupils, by training them to observe and interpret the common phenomena of the world about him. The course includes the following topics:—

*The Character and Scope of Nature Study:* Its relation to formal science; its correlation with other subjects.

*Material for Nature Study:* Conditions determining the choice of material for nature study lessons for pupils of different grades, and for varying conditions in rural and urban schools; uses and limitations of books, pictures, models, collections, etc.; supplementary materials such as stories, literature, etc.

*Methods in Nature Study:* Nature Study as a method; special characteristics of a typical nature study lesson; directions for conducting school excursions; the study of special typical topics dealing with materials of nature study and illustrating methods of presentation in all grades of Public Schools.

NOTE.—As often as practicable teachers-in-training should make excursions for the purpose of studying materials in their natural environment and relations. They should make collections of different kinds for their own use as well as to enable them to direct as teachers the practical side of nature study. They should make collections of weeds, weed seeds, economic plants, diseased plants, injurious and beneficial insects, of factory products, garden flowers, etc.

### Arithmetic

41. The special object of the course in Arithmetic is to improve the teacher's knowledge of the subject that he may use it effectively as a means of logical training, and more particularly that he may be prepared to give his pupils such instruction in the various arithmetical processes as will enable them to make with accuracy, rapidity, and facility, the computations which their future life may render necessary. The course includes the following topics:—

*The Scope of Arithmetic:* its relation to the other subjects of the Curriculum; importance of its practical aspects as related to the lives of the pupils; the various steps involved in the development of the number idea; the unit, its nature and use; the necessity for standard units; number, a ratio.

*Methods in Arithmetic:* Analysis and synthesis, induction and deduction, compared, illustrated, and applied; graphic methods; use of concrete material in making clear new processes and in verifying and interpreting operations performed; the use of text-books and of prescribed apparatus; the importance of training in, and devices for securing neatness, accuracy, and speed in computation; the importance, place, and treatment of oral arithmetic; the value of problems; the essentials of proper solutions; solutions by full analysis, and by performing operations only; "unitary" method and method of direct measurement; grading of problems; interest in problems for which the pupils themselves furnish the material; black-board work; drill and examination work in arithmetic; checking written work in the class-rooms.

The various arithmetical operations and their applications, with special stress upon the requirements of teachers engaged in rural Public School work. The work to the end of Form III should receive most attention, even if this entails the omission of some of the topics under applied arithmetic. The course should include the following:—

Counting; measuring with standard units; numbers 1 to 10, from 10 to 20, etc.; number pictures; notation and numeration; addition-tables, exercises, de-

vices; subtraction by decomposition, by equal additions, and by complimentary additions; multiplication, relation to other operations, tables, exercises, factors; division, short and long, factoring, cancellation, division by factors; measures and multiples.

Fractions: How and when to be introduced, different interpretations, notations, rules for operations deduced and applied; decimal fractions, correspondence of methods of numeration, notation, and operations with those of integers; recurring decimals.

*Applied Arithmetic*: Percentage, trade discount, commission, insurance, taxes, interest, discount, stocks, exchange; tables of weights and measures; the metric system; mensuration, including the areas of rectangles, triangles, parallelograms, and circles, and the volume of rectangular solids, cylinders, prisms, cones, and spheres; square root.

### Writing

42. The object of the course in Writing is to train the teacher-in-training to write rapidly and legibly, and to make him familiar with the best means of securing the most satisfactory results in the teaching of the subject. This course includes the following topics:—

*Methods in Writing*: Penholding; position at the desk; position of the paper; the proper formation of the small and the capital letters and the figures; various movement exercises; practice on paper and on the black-board.

Use of headlines and copybooks; use of blank paper; its ruling; value of transcription, dictation and composition in writing; use of the black-board to teach the correct form of each letter singly and in combination; how general and individual faults are corrected; the formation of a characteristic hand; how to deal with pupils having some physical disability.

### Art

43. *The Scope of Art*: Art as a mode of expression and a means of aesthetic culture; its correlation with other subjects in the school course.

*How to Use the Various Mediums*: Charcoal, ink, coloured crayons, water colours, and pencil.

*Plant Study*, including the drawing of plants or any parts of plants in ink, charcoal, crayon, or pencil mass, and in water colours, pencil outline, and pencil values.

*Tree Study* in any medium.

*Landscape* in ink, water colours, and pencil.

*Object Drawing*: Simple familiar objects in charcoal, ink, or pencil mass.

The drawing of common spherical, cylindrical and rectangular objects illustrating the principles of freehand perspective—pencil.

*Illustration*: Games, occupations, nursery rhymes, and stories chiefly in charcoal, pencil, and ink.

*Pose Drawing*: Ink mass, pencil outline, pencil values, and water colours.

*Black-board Drawing*: White and coloured crayons and charcoal.

*Colour Harmonies and Neutral Values*: Water colours.

*Design*: The repetition of simple units to form borders and surface patterns and the application of design to constructed objects so as to show good spacing.

### Manual Training

44. The special object of the course in Manual Training is to train the teacher to appreciate the educational value of various forms of constructive work, and to

use constructive exercises in the most effective ways. The course includes the following topics:—

*The Scope of Manual Training*, its correlation with other subjects in the curriculum; outlines of courses in the different forms of hand work. The practical course includes the following with concurrent methodology:

Typical forms of constructive work adapted to the capacities of children in the lower grades, including weaving, elementary paper, and cardboard work and modelling. (The course for Forms I, II, and III of the Public and Separate Schools.)

### Music

45. The special object of the course in Music is to qualify the teacher to undertake the teaching of simple songs adapted to the requirements of rural schools, and the elements of time and tune embodied therein. The course includes the following topics:—

*Tune*: Practice in singing, from the Tonic-Solfa modulator, or the Staff, the simpler intervals of the Major Scale, in any key.

*Time*: Practice in singing simple rhythmic exercises in two, three, four, and six pulse measure, containing continued tones and easy divisions of the beat.

*Voice Culture*: Practice in breath control and exercise calculated to promote correct habits of voice production in speaking and singing.

*Songs*: The study of Rote Songs adapted to the lower forms of Public Schools.

The study of songs learned by note, from the Tonic-Solfa, or Staff notation. This should commence with the simpler elements of time and tune, and proceed to the more advanced grades.

NOTE.—Teachers-in-training who, from any cause, consider themselves incapable of learning to sing should present their cases to the teacher of music at the beginning of the term. If, on examination, it should be found necessary, special instruction will be provided, adapted to their needs; and their efforts to overcome any natural disability which may be found to exist will be taken into account at the oral examination at the close of the term. The written examinations, however, are compulsory for all students, and, if the teacher-in-training is unable to sing, his certificate will state so.

### Hygiene

46. The special object of the course in Hygiene is to provide the teacher-in-training with the knowledge requisite for the maintenance of the health of both himself and his pupils, and to qualify him for supervising the sanitary conditions of the school and its surroundings. The course includes the following topics:—

General instructions for the detection of the existence of common communicable diseases, to enable the teacher to comply with the provisions of *The Public Health Act*; modes of preventing spread of these diseases.

Personal Hygiene: Care of teeth, skin, eyes and ears; relation of exercise to health; effects of alcohol and tobacco.

First aid in such cases as fainting, suffocation, drowning, hemorrhage, fractures and dislocations, venomous stings, poisoning, frost-bites, sunstroke and heat-stroke; burns; bandaging.

### Physical Training

47. The special object of the course in Physical Training is to enable the teacher-in-training to make proper provision for the physical training of his pupils by means of a series of graded exercises to be used as recreation in class-room in intervals between classes, and of recreative gymnastics, or gymnastic games; and indoor and outdoor games.



### Manners

48. A course in Manners. Especial care shall be taken that, while in attendance, the teachers-in-training shall observe the rules of courtesy and social etiquette. August, 1912.

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## ROMAN CATHOLIC SEPARATE SCHOOLS AND ENGLISH-FRENCH PUBLIC AND SEPARATE SCHOOLS

### Circular of Instructions for the School Year, September to June, 1912-13

(Instructions No. 17)

#### Public and Roman Catholic Separate Schools

1.—(1) There are only two classes of Primary Schools in Ontario—Public Schools and Separate Schools; but, for convenience of reference, the term English-French is applied to those schools of each class in which French is the language of instruction and communication as limited in 3 (1) below, or is a subject of study in Forms I-IV as limited in 4 below.

(2) As far as practicable, before the close of the school year of 1912-13, the status of all schools attended by French-speaking pupils shall be decided in accordance with the definition in (1) above.

2. The Regulations and Courses of Study prescribed for the Public Schools, which are not inconsistent with the provisions of this circular, shall hereafter be in force in the Separate Schools—English and English-French—with the following modifications: The provisions for religious instruction and exercises in Public Schools shall not apply to Separate Schools, and Separate School Boards may substitute the Canadian Catholic Readers for the Ontario Public School Readers.

#### English-French Public and Roman Catholic Separate Schools

3. Subject, in the case of each school, to the direction and approval of the Supervising Inspector, the following modifications shall also be made in the course of study of the Public and Separate Schools:

#### The Use of French for Instruction and Communication

(1) Where necessary in the case of French-speaking pupils, French may be used as the language of instruction and communication; but such use of French shall not be continued beyond Form I, excepting during the school year of 1912-13, when it may also be used as the language of instruction and communication in the case of pupils beyond Form I who, owing to previous defective training, are unable to speak and understand the English language.

#### Special Course in English for French-Speaking Pupils

(2) In the case of French-speaking pupils who are unable to speak and understand the English language well enough for the purposes of instruction and communication, the following provision is hereby made:

(a) As soon as the pupil enters the school he shall begin the study and the use of the English language.

NOTE.—Before the schools open in September, 1912, a Manual of Method for use in teaching English to French-speaking pupils will be distributed amongst the schools by the Department of Education.

(b) As soon as the pupil has acquired sufficient facility in the use of the English language he shall take up in that language the course of study as prescribed for the Public and Separate Schools.

#### **French as a Subject of Study in Public and Separate Schools**

4. For the school year of 1912-13, in schools where French has hitherto been a subject of study, the Public or the Separate School Board, as the case may be, may provide, under the following conditions, for instruction in French Reading, Grammar, and Composition in Forms I to IV [see also provision for Form V in Public School Regulation 14 (5)] in addition to the subjects prescribed for the Public and Separate Schools:

(1) Such instruction in French may be taken only by pupils whose parents or guardians direct that they shall do so.

(2) Such instruction in French shall not interfere with the adequacy of the instruction in English, and the provision for such instruction in French in the time table of the school shall be subject to the approval and direction of the Supervising Inspector and shall not in any day exceed one hour in each class-room.

(3) Where as permitted above for the school year of 1912-1913 French is a subject of study in a Public or a Separate School, the text-books in use during the school year of 1911-1912, in French Reading, Grammar, and Composition shall remain authorized for use during the School year of 1912-1913.

#### **Inspection of English-French Schools**

5. For the purpose of inspection, the English-French schools shall be organized into three divisions, each division being under the charge of a Supervising Inspector and an Inspector.

6.—(1) In conducting the work of inspection, the Supervising Inspector and the Inspector of a division shall alternately visit each school therein.

(2) Each Divisional Inspector shall pay at least 220 half day visits during the year in accordance with the provisions of Public School Regulation 20 (2), and it shall be the duty of each Inspector to pay as many more visits than the minimum as the circumstances may demand.

7. Each two Divisional Inspectors shall reside at such centre or centres in their inspectorates as may be designated by the Minister.

8. Frequently during the year the two Divisional Inspectors shall meet together in order to discuss questions that may arise in their work and to standardize the system of inspection. For the same purposes all the Supervising Inspectors shall meet at such times and places as may be designated by the Minister.

9.—(1) While each Divisional Inspector shall report upon the general condition of all the classes, the Supervising Inspector shall be held responsible chiefly for the efficiency of the instruction in English and the other Inspector for the efficiency of the instruction in French.

(2) The Supervising Inspector shall have the sole control of the organization of each school so far as is provided in 3 and 4 (2), above.

10. If either of the Divisional Inspectors finds that any Regulation or Instruction of the Department or the organization of the school as approved and directed by the Supervising Inspector is not being properly carried out, he shall have the power to order the necessary amendment to take effect as soon as he may deem it expedient, reporting specially on such cases to the Minister from time to time as the urgency and the character of the case may demand.

11. Each Divisional Inspector shall forward a copy of his ordinary inspectional report on the prescribed official form to the Minister and to the Secretary of the School Board within one week after the visit.

12. Next September, as soon as the principal, or teacher, of a school has made out the time table thereof, he or she shall send a certified copy to the Supervising Inspector of the division to which the school belongs, for approval by him until his visit of inspection. At the same time the principal, or teacher, shall forward to the Supervising Inspector a statement showing the number in attendance in each Form of English and French speaking pupils respectively.

NOTE.—Before next September each School Board and each principal, or teacher, will be notified by the Minister of the division to which the school belongs and the names of the Divisional Inspectors.

#### **Teachers' Certificates for English-French Schools**

13.—(1) After June, 1912, no teacher shall be granted a certificate to teach the English-French schools who does not possess a knowledge of the English language sufficient to teach the Public School Course.

(2) After June, 1912, no teacher shall remain in office or be appointed in any of said schools who does not possess a knowledge of the English language sufficient to teach the Public School Course of study.

#### **Legislative Grants to English-French Schools**

14. The Legislative Grants to the English-French schools shall be made on the same conditions as are the grants to the other Public and Separate Schools, but no grant shall be made to any English-French school which does not provide teachers with the qualification specified in 13 (1) above.

15. On due application from the School Board and on the report of all the Divisional Inspectors, an English-French school which is unable to provide the salary necessary to secure a teacher with the aforesaid qualifications shall receive a special grant in order to assist it in doing so.

June, 1912.

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### **NOTICE TO THE TEACHERS AND BOARDS OF TRUSTEES OF THE ENGLISH-FRENCH SCHOOLS**

(Instructions No. 18)

Information has reached the Minister of Education to the effect that some of the boards of the English-French schools are not only themselves refusing to comply with the provisions of the Circular of Instructions No. 17, issued last July for the organization and management of such schools during the school year of 1912-13, but are instructing the teachers in their employment to refuse also to



comply with them. In order, accordingly, that all the parties concerned may clearly understand the nature of their responsibilities and the results that may ensue from their refusing or neglecting to perform them, the Minister of Education submits for their consideration the following statement:

The Department of Education Act gives the Minister of Education power to make regulations and to enforce the Schools Acts and the Regulations for the organization and management of all schools belonging to the Provincial system. Since their establishment, the public schools have been subject to regulation, and last June the separate schools were placed under the same regulations as the public schools, except in the matter of the readers and religious instruction and of the special provisions for the English-French schools set forth in Instructions No. 17.

Both the Public and the Separate Schools Acts provide that it shall be the duty of the teacher to teach the prescribed courses of study and to comply with the regulations of the Department of Education. In these respects, the teacher is directly responsible to the Minister of Education, and neither the board of trustees nor any other authority has any right to interfere between him and the Minister. The Department of Education Act also gives the Minister the power to suspend or cancel the certificate of any teacher. Accordingly, any teacher of the English-French schools who refuses to comply with the provisions of Instructions 17 that deal with the organization of the school renders himself liable to the aforesaid penalty. And further, a board of school trustees which employs unqualified teachers and does not comply with the Instructions and other Regulations of the Department of Education that govern its acts, forfeits the Legislative grant and cannot lawfully pay as salaries to such teachers any part of the taxes levied for the support of the Public or Separate schools under its charge.

In the case of a school which has ceased to be a part of the Provincial system, while the supporters of said school may voluntarily contribute moneys for its support, they cannot use the municipal machinery for the collection of any moneys, and *ipso facto* they become Public school supporters and must pay their share of any taxes levied for Public school purposes in addition to any voluntary contribution they may make for a school that has ceased to belong to the Provincial system.

In order further that the situation may be clearly understood, the Minister has directed the Inspector to explain at the time of his visit, to both the teachers and the boards of trustees or such member or members thereof as he may be able to communicate with, the results of their refusal to do their duty, and to notify them of the Minister's intention to see that the Law and the Instructions and other Regulations of the Department are duly enforced. Moreover, in the case of the teachers the Inspector has been directed to require each to state in writing, for submission to the Minister, his final attitude on this question, either at the time of the Inspector's visit or at a later date to be fixed by the Inspector. When, however, the Boards are at fault, the Minister will himself deal with them directly, after the Inspector has officially reported their attitude.

The Minister learns also with great regret that in some localities, as a protest against the appointment of the present Supervising Inspectors, parents are authorizing their children to leave the school building as soon as the Inspector presents himself. In such cases the status of this officer is probably not understood: The Regulations which prescribe the powers of both the Public and the Separate School Inspectors provide that every such Inspector "while officially visiting a school shall have absolute authority in the school." Accordingly, in the event of a pupil's leaving or attempting to leave without the Inspector's consent, the Inspector may deal summarily with the case himself or may instruct the teacher

to deal with it after his visit, and the teacher or school board that abets in any way such pupils or parents in their defiance of constituted authority and their flagrant discourtesy to a gentleman who is simply doing his duty, will subject themselves to the same consequences as it has been pointed out above will follow their refusal to comply with the other provisions of the Law and Regulations.

October 8th, 1912.

ENGLISH-FRENCH SCHOOLS

(Teacher's Pledge)

I, the undersigned, a teacher in the English-French school at ..... County of ....., Ontario, do hereby solemnly pledge myself to comply with all Instructions and other Regulations, now in force, of the Ontario Department of Education, that relate to the duties of the teachers of English-French schools in Ontario.

.....  
Teacher.

DEPARTMENTAL TEXT-BOOK REGULATIONS

Text-Books authorized for use in Public, Separate, Continuation, and High Schools, and Collegiate Institutes

(Circular No. 14)

- 1. As specified therein, the text-books listed in Schedules A and B below, and the accompanying Blank Books listed in C below—shall be authorized for use in Public, Separate, Continuation, and High Schools, and Collegiate Institutes. In Schedule D are listed the manuals provided for Teachers' use and for school libraries.
- 2. The publishers shall sell direct, in any quantity, to any purchaser for use in Ontario, the books listed in Schedules A, B, and C below, at 20 per cent. less than the maximum prices named in the aforesaid schedules.
- 3. On the recommendation of the Principal, approved by the Inspector, Supplementary Reading, as prescribed in the School Courses of Study and sufficient for the number of pupils concerned, shall be provided from time to time in the school library by the Board of School Trustees.
- 4. The four books in English Literature to be read by candidates in preparation for a Departmental Examination, as prescribed by the Regulations, shall be purchased by the pupils concerned or provided for their use in the school library by the Board of School Trustees, as the Board may determine.
- 5. No text-books are authorized in Art, Biology, Agriculture, Manual Training, or Household Science. These subjects will be taken up under the teacher, in

accordance with the School Courses of Study, with suitable reference books provided in the school library by the Board of School Trustees and approved by the Inspector.

6. For Religious Instruction in the Public, Continuation, and High Schools, and Collegiate Institutes, the Sacred Scriptures, or the Selected Scripture Readings of the International Bible Reading Association, or the Scripture Readings adopted by the Department of Education, shall be used as prescribed by the Regulations of the Department of Education.

7.—(1) The editions of text-books which were used in any school during the school year ending the first of July, 1912, and the continued use of which is recommended by resolution of the Board of School Trustees passed on or before the reopening of the Schools in September, 1912, and communicated promptly thereafter to the Minister of Education for his approval, shall be deemed authorized for any of the classes of such school at the former maximum prices, until the authorization is cancelled by the Minister.

(2) Unless prevented by the resolution of the Board of School Trustees, the Principal shall introduce next September the text-books authorized in this circular which are not already in use in his school.

NOTE.—Principals who desire to retain, for the sake of classes that already possess them, any of the text-books whose continued use is provided for above are hereby warned:

1. *That to enable them to do so they must secure the resolution of the Board of School Trustees on or before the date specified in 7 (1) above, and*

2. *That the resolutions passed in 1911 and earlier on this subject will not be valid for the school year of 1912-1913.*

8. The Principal shall submit to the Inspector at his official visit a copy of the resolution provided for in 7 (1) above and 14 below, duly dated and certified by the Secretary of the Board of School Trustees.

**Public and Separate Schools**

9. Books authorized for use in the Lower School of Continuation and High Schools and Collegiate Institutes are authorized for use by pupils taking the corresponding subjects in the Fifth Form of Public and Separate Schools.

10. Boards of Roman Catholic Separate School Trustees may by resolution adopt either the Ontario Readers or the Canadian Catholic Readers for use in the schools under their charge.

11. Where French or German is a subject of study in Forms I-IV of a Public or a Separate School, the text-books in use therein during the school year 1911-1912, in French or German Reading, Grammar, and Composition shall remain authorized for use during the school year, 1912-1913.

12. Pupils in Form III of a Public or a Separate School are not required to purchase text-books in History, Geography, or Hygiene. Readers, recommended by the Minister of Education and to be provided at the expense of the Boards of School Trustees in the school libraries (one of each for each pupil), shall be used by the pupils instead.

**Schedule A**

**Public and Separate Schools**

Ontario Public School Arithmetic. The Robert Simpson Co., Ltd.	\$0.10
Ontario School Geography. Educational Book Company of Toronto,	
Ltd. . . . .	.65



Ontario Public School Grammar. Holland Linen Writing Paper Co. ( <i>Authorized for the Fourth and Fifth Forms</i> ) . . . . .	\$0.10
Ontario Public School History of England. The Macmillan Company of Canada, Ltd. ( <i>Authorized for the Fourth and Fifth Forms</i> ) . . . . .	.25
Ontario Public School History of Canada. The Macmillan Company of Canada, Ltd. ( <i>Authorized for the Fourth and Fifth Forms</i> ) . . . . .	.25
Ontario Public School Hygiene. The Copp, Clark Co., Ltd. ( <i>Authorized for the Fourth and Fifth Forms</i> ) . . . . .	.20
Ontario Public School Speller. The Copp, Clark Co., Ltd. . . . .	.15
Ontario Public School Composition. The Copp, Clark Co., Ltd. . . . .	.15
Ontario Copy Books, Five Numbers. E. H. Harcourt Co., Ltd. Each . . . . .	.02
Ontario Writing Course. E. H. Harcourt Co., Ltd. . . . .	.05
Ontario School Book-keeping. Educational Book Company of Toronto, Ltd. . . . .	.30
Ontario Readers.— <i>New Series</i> . The T. Eaton Co., Ltd.:	
Primer . . . . .	.04
First Book . . . . .	.06
Second Book . . . . .	.09
Third Book . . . . .	.14
Fourth Book . . . . .	.16

**Roman Catholic Separate Schools**

Canadian Catholic Readers.—The Copp, Clark Co., Ltd.:	
First Book, Part I . . . . .	.05
First Book, Part II . . . . .	.08
Second Book . . . . .	.13
Third Book . . . . .	.16
Fourth Book . . . . .	.20

**Continuation and High Schools and Collegiate Institutes**

13. Books authorized for use in Public Schools are authorized for use by pupils taking the corresponding subjects in the Lower School of Continuation and High Schools and Collegiate Institutes.

14. For the High School Upper School, and, except in Book-keeping, for more advanced work than the First Year Course in Commercial High Schools and the Commercial Departments of Continuation and High Schools and Collegiate Institutes, any books may be used which have been recommended by the Principal and approved by resolution of the Board of School Trustees.

15. Any edition of the Literature texts in English, French, or German, prescribed for the examinations of the Department of Education or for Matriculation into the University of Toronto, may be used in the schools with the approval of the Principal, but no annotated edition of such texts used in the Lower and Middle Schools shall cost more than 25 cents.

16. Boards of School Trustees shall provide in the school library a supply of the High School Flora, Part II, or of other Floras, and of the authorized Laboratory Manuals in Chemistry and Physics sufficient for class use by the pupils, who shall not be required to buy them.

17. The price of any blank book specially prepared for exercises or for recording notes in Science or any other subject shall not exceed 25c.

**Schedule B***English:*

Ontario High School Reader. ( <i>Revised Edition</i> of The Principles and Practice of Oral Reading.) The Canada Publishing Co., Limited . . . . .	\$0.40
Ontario High School English Grammar. ( <i>Revised Edition</i> ) The Canada Publishing Co., Ltd. . . . .	.45
Ontario High School English Composition. ( <i>Authorized for the Lower School. Price to be announced later</i> ) . . . . .	

*History and Geography:*

Ontario High School Physical Geography. The Macmillan Co. of Canada, Ltd. . . . .	.60
Ontario School Geography. Educational Book Company of Toronto, Ltd. . . . .	.65
Ontario High School Ancient History. The Macmillan Company of Canada, Ltd. . . . .	.75
Ontario High School History of England. ( <i>Revised Edition</i> of Wrong's The British Nation.) The Macmillan Company of Canada, Ltd. . . . .	.65

*Mathematics:*

Ontario High School Arithmetic. ( <i>Revised Edition</i> ) The Hunter-Rose Company, Ltd. . . . .	.40
Hall and Knight's Junior Algebra. The Macmillan Company of Canada, Ltd. . . . .	.50
Ontario High School Geometry. The Copp, Clark Co., Ltd. . . . .	.40

*Classics:*

Ontario High School Latin Book. Educational Book Company of Toronto, Ltd. . . . .	.60
White's First Greek Book. ( <i>Authorized until further notice. Supplied by The Copp, Clark Co., Ltd.</i> ) . . . . .	1.25

*Moderns:*

High School French Grammar. The Copp, Clark Co., Ltd., and The Hunter Rose Co., Ltd. ( <i>Authorized until the midsummer vacation of 1913</i> ) . . . . .	.60
Ontario High School French Reader. The T. Eaton Co., Ltd. . . . .	.11
High School German Grammar. ( <i>New Edition</i> ) The Copp, Clark Co., Ltd. . . . .	.70
Ontario High School German Reader. William Briggs . . . . .	.13

*Science:*

Ontario High School Physics. The Copp, Clark Co., Ltd. . . . .	.90
Ontario High School Laboratory Manual in Physics. The Copp, Clark Co., Ltd. . . . .	.35
Ontario High School Chemistry. The Macmillan Company of Canada, Ltd. . . . .	.40
Ontario High School Laboratory Manual in Chemistry. The Macmillan Company of Canada, Ltd. . . . .	.20

*Book-keeping:*

Ontario School Book-keeping—First Course. Educational Book Company of Toronto, Ltd. . . . .	.30
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Ontario School Book-keeping—Second Course. Educational Book Company of Toronto, Ltd. (*Authorized for the second and subsequent years of the Commercial Course*)..... \$1.00

Schedule C

Blank Books

*Ontario School Book-keeping Blank. Educational Book Company of Toronto, Ltd. ( <i>Authorized for Public, Separate, Continuation and High Schools, and Collegiate Institutes</i> ) .....	.12
*Ontario Pupils' Outfit in Business Papers. Educational Book Company, Ltd., Toronto. ( <i>Authorized for Public, Separate, Continuation and High Schools, and Collegiate Institutes</i> ) .....	.08
Ontario Blank Copy Books. E. H. Harcourt Co., Limited. ( <i>Authorized for Public, Separate, Continuation, and High Schools, and Collegiate Institutes</i> ) .....	.02
Ontario Blank Drawing Book, No. 1. ( <i>Authorized for Public and Separate Schools</i> ) W. J. Gage and Co., Ltd. ....	.05
Ontario Blank Drawing Book, No. 2. ( <i>Authorized for Continuation and High Schools, and Collegiate Institutes</i> ) W. J. Gage and Co., Ltd. ....	.05

Schedule D

Teachers' Manuals

The Department is publishing Manuals for Teachers dealing with methodology and containing supplementary material for their use in class. These manuals are distributed free amongst the school libraries, and teachers may obtain copies at the prices indicated:

*For Continuation and High Schools, and Collegiate Institutes:*

- (1) The following has been published:  
A Manual of Suggestions for Teachers of Science, 50 cents.
- (2) The following will be published next half-year:  
A Manual of English Composition.

*For Public and Separate Schools:*

- The following have been published:
- (1) Primary Reading, 10 cents; Ontario Readers, Books III, IV, V, 25 cents; Arithmetic, 15 cents; Grammar, 15 cents.
- By September next the following will be published:
- (2) Geography, History, Literature, Nature Study and Elementary Science.
- At a later date the following will be published:
- (3) Composition and Spelling, Manual Training, Art.
- The manuals named in lists (1) have already been distributed amongst the schools.
- The manuals named in lists (2) and (3) will be distributed as soon as they are published.

\*These two Blanks may be obtained in one packet at 20 cents.



**AUTHORIZED TEXT-BOOKS****Statutory Provisions****High Schools Act**

52.—(1) A teacher shall not use or permit to be used as a text-book in a High School any book except such as is authorized by the Regulations, and the Minister, upon the report of the inspector, may withhold the whole or any part of the legislative grant in respect of any High School in which any unauthorized book is so used.

(2) Subject to the Regulations, an authorized text-book in actual use in a High School may, with the written approval of the Board, be changed by the teacher for any other authorized text-book on the same subject. 1 Edw. VII., c. 40, s. 50.

**Public Schools Act**

84. An authorized text-book in actual use may be changed by the teacher for any other authorized text-book on the same subject with the written approval of the Board and subject to the Regulations. 1 Edw. VII., c. 39, s. 97 (1).

112. If a teacher negligently or wilfully permits an unauthorized book to be used as a text-book by the pupils of his school the Minister, on the report of the inspector, may suspend such teacher, and the Board may also deduct from his salary a sum equal to so much of the legislative grant as has been withheld on the account of the use of such book or any less sum at its discretion. 1 Edw. VII., c. 30, s. 97 (2).

99.—(1) Subject to the Regulations it shall be the duty of every Public School Inspector,

(g) To withhold his order for the amount apportioned from the legislative or municipal grant;

(iv) Where the teacher uses or permits to be used as a text-book any book not authorized by the Regulations;

and in every case to report to the Board and to the Minister his reasons for so doing.

**Regulations for Separate Schools**

The above Sections in regard to authorized text-books in Public Schools are statutory. The same provisions are hereby prescribed as Regulations for the Separate Schools.

**Special Notice to Teachers and School Boards**

The teacher himself may use any book, pamphlet, or magazine he wishes in preparing the lesson for his class; but he has no authority to use as text-books in his class-teaching any other publications than those whose use is authorized in this circular or which are listed in the catalogue of the school library with the approval of the Inspector. Nor can Notes on History, Geography, etc., School Helps, School and Home, or similar publications be used by his pupils in their work at school; and neither the teacher nor the board has any authority to require or induce pupils to buy any of such prohibited books, pamphlets, magazines, Notes, School Helps, School and Home, or other similar publications.

July, 1912.

## REGULATIONS RELATING TO ELEMENTARY AGRICULTURE AND HORTICULTURE AND SCHOOL GARDENS IN RURAL AND VILLAGE PUBLIC AND SEPARATE SCHOOLS

(Circular No. 13)

The Department of Education for the Province of Ontario, co-operating with the Department of Agriculture, aims to have instruction in Elementary Agriculture and Horticulture given in the rural and village schools for the following reasons:

1. To bring the life and interests of the school more closely into touch with the home life of the pupils and the employments which they will be engaged in after they leave school.

2. To stimulate interest and to impart useful information in agricultural subjects and thus offset to some extent the tendency to leave the farm for the city.

3. To develop at an early age habits of industry, respect for labour, and a love for productive and constructive work; to promote a spirit of independent investigation in other branches of study.

4. To give facility in the handling of tools and in the practice of garden craft; to provide healthful exercise for body and mind; to afford to the pupil an opportunity to direct his activities along useful lines.

5. To encourage careful observation of nature, thus enabling the pupil to understand his or her environment and to appreciate more fully the beautiful in nature.

6. To promote the desire to improve home surroundings and to train boys and girls to do such work with efficiency.

7. To promote the qualities that make for good citizenship, such as the responsibility of ownership, respect for public property, consideration for the rights of others and the principle of co-operation in seeking the common good.

The work will be carried into effect, through the encouragement of school gardens, home gardening schemes, experimental and observation plots on the school grounds, children's progress clubs, and other practical measures.

The work shall be under the general supervision of the *Director of Elementary Agricultural Education*, appointed by the Minister of Education. He will arrange for experiments and demonstrations, and assist in carrying out the work by supplying charts, instruction sheets, bulletins, leaflets for pupils, material for sowing, etc. The work of inspection and supervision, in which he will be assisted by Inspectors and District Agricultural Representatives, will be under his charge.

The work in the schools will be taken up in a practical way (1) under teachers holding special certificates in Elementary Agriculture and Horticulture, and (2) under teachers competent but not specially certificated.

Teachers will receive certificates in Elementary Agriculture and Horticulture upon the satisfactory completion of (1) a ten weeks' spring course at the Ontario Agricultural College; (2) two summer sessions at the College and a directed winter's reading course; or (3) a course in Agriculture at a High School, followed by a further course at the Normal School and one summer session at the Ontario Agricultural College.

When the work is undertaken in any school it will be necessary for the Board of Trustees to arrange for its introduction and support, thus sharing with the teacher an effort to insure success.

The work may be conducted in the school grounds (these being of the standard size required by the regulations), so long as pupils are not deprived of adequate play-ground accommodation; and in such cases provision should be made for the

protection of the school plots against damage from the games. The purchase of additional land is not necessary; but where extra land is rented, loaned or purchased, it should adjoin the school grounds or be within very close reach. The greatest care should be taken to prevent injury by dogs, poultry, or stray cattle; grants cannot be paid for gardens or plots which are destroyed through lack of such care. Suitable arrangements must be made for caring for the gardens in the holidays as well as for harvesting any crops that may be ready at that time.

As the work is of a practical character and carried out by the teacher in a way best suited to the needs of the locality, no prescribed text-book is required. In general, however, the work treated in James' "*Agriculture*" should be taken by the teacher as a guide.

Copies of this book, as well as the following standard works in Agriculture and Horticulture, should be in the school library for pupils' and teachers' reference:

Parson's *Children's Gardens for Pleasure, Health and Education*.

Bailey's *Manual of Gardening*.

Rexford's *Flowers and How to Grow Them*.

Green's *Vegetable Gardening*.

Bailey's *Principles of Fruit Growing*.

King's *The Soil*.

Warrington's *The Chemistry of the Farm*.

Robinson's *Poultry Craft*.

Rose's *Farm Dairying*.

Plumb's *Types and Breeds of Farm Animals*.

Root's *The A B C and X Y Z of Bee Culture*.

Osterhaut's *Experiments with Plants*.

Mann's *Beginnings in Agriculture*.

Warren's *Elements of Agriculture*.

Dominion Department of Agriculture's *Farm Weeds of Canada*.

As well as the bulletins and reports of the Ontario Department of Agriculture.

Other books, such as deal with local agriculture, should be added to the library as required. These books are listed in the catalogue of Library Books published by the Department of Education.

NOTE.—For information in regard to the character of the foregoing books, application should be made to the Director of Elementary Agricultural Education, Guelph. It will not be necessary to buy all the books at the commencement of the work; they may be purchased gradually.

### **I. Regulations for Schools having Teachers Certificated in Agriculture**

NOTE.—For 1912, the sum of \$3,000.00 is appropriated by the Legislature for this work. Should this sum not be sufficient to pay in full the grants on the following basis, the Department of Education will make a *pro rata* distribution of the grant.

1. A rural School Board or a School Board of a village that provides and maintains satisfactorily to the Minister a course of instruction in Elementary Agriculture and Horticulture carried out in a practical manner by means of a School Garden and other practical instruction in the school under a teacher with a Departmental certificate in these subjects shall be entitled to special grants as specified hereunder.

2. The time allotted to the work shall amount to at least one hour a week during the year; a definite time must be allotted for the work of instruction, satisfactory to the Inspector or Director. Any time taken for the instruction of the classes before or after the regular school hours may be counted. In all schools participating in the grants, it must be evident that there is special care and en-



deavour to meet the agricultural and horticultural requirements embodied in the prescribed Public School courses in Nature Study and Elementary Science. Careful records of the work done must be kept by teachers and the older pupils.

3. The accounts for the work shall be kept separate from the general school expenditure, and a financial statement submitted in a special form to be provided in the School Register, by the secretary to the Minister through the local Inspector in December. The totals of the receipts and expenditures shall, however, also be included in the General Financial Statement of the Board to the Department of Education. No grants can be paid to a school until these reports are received.

4. Throughout the year the teacher will record from week to week on a special form to be provided in the School Register by the Department of Education the work carried on in the garden and the instruction given in the school. At the end of the year (December) these records shall be forwarded by the teacher as a report to the Minister of Education through the local Inspector. No grants shall be paid to schools or teachers which fail to send in this report.

5. Schools intending to undertake for the first time or to continue this work and thus qualify for the entire annual grants, must notify the Director of Elementary Agricultural Education at as early a date as possible before December 31st. This notice shall be signed by the Secretary as well as the teacher.

NOTE 1.—The work should not be undertaken without due consideration and preparation. It is very desirable that the teacher undertaking the work should remain throughout the calendar year, and that he or she should have the active co-operation of the trustees. If possible the land should be well prepared in the fall.

NOTE 2.—For 1912, the notice will be accepted up to May 1st. When the work is commenced at a date other than the beginning of the year, this fact will be taken into account in apportioning the grant.

6. The legislative and any municipal grants for the purposes of Elementary Agricultural Education shall be spent solely for the purpose of promoting the cause of agriculture and horticulture in the community through the work of the school.

NOTE 1.—This provision permits expenditures for the purchase or rental of additional land (not, however, for the purchase of land to bring the area up to the standard already required by the regulations, nor for the required fencing, levelling and draining of the same); for preparing, manuring, or fencing off the garden; for overseeing and caring for the garden through the summer holidays; for improvement of school outbuildings or grounds by purchase of trees, shrubs, vines or other plants; for establishment of arboretum or the reforestation of waste area of school property; for the purchase of Babcock milk tester, microscope, meteorological instruments, soil tubes or simple apparatus to be used in demonstrating features of the work; for buying tools, such as needed to keep up repairs, make simple appliances or carry out manual training exercises; for provision of seed, bulbs, garden tools, tool racks, labels, garden lines, garden shed, window boxes, hot bed, cold frame, lawn mower, etc.; for the purchase of agricultural or horticultural books and charts, or subscription to journals for the school library; for meeting half the expense of providing prizes of agricultural books, bulbs, etc., for children's competitions at a school fair or the local fall fair; for meeting not more than half the expense of assisting the teacher to carry on the work better by attending special courses at the Ontario Agricultural College; to meeting not more than half the expenses of teacher and pupils on educational excursions to the Ontario Agricultural College or other experimental or model farms; for meeting the expenses of special lectures or demonstrations helpful in advancing the work in the school.

NOTE 2.—The regulations regarding school grounds read as follows: The school site shall not be less than one acre in area, unless, owing to the smallness of the attendance or to other local conditions, the Inspector finds a smaller area permissible, but in that case the area shall not be less than half an acre. . . . The school grounds shall be properly levelled and drained and provided with suitable walks. . . . They should also be set out with trees and ornamental shrubs and enclosed with a neat and substantial fence or hedge with suitable gates.

7. To a teacher with the certificate in Elementary Agriculture who carries out this work satisfactorily, on the reports of the Inspector and of the Director, the

Minister will pay, in addition to the salary paid by the School Board, a special grant as specified hereunder. The grant is payable to only one teacher in each school, except where more than one certificated teacher carries on the work, in which case, the grant is divided.

#### Grants

8. To the School Board the Minister will pay, on the Director's recommendation, an initial grant not exceeding \$50.00, and an annual grant thereafter not exceeding \$30.00, when the work is carried on throughout the year; in no case, however, will the grant exceed the total amount expended by the Board during the calendar year for the work. In case the teacher leaves at summer holidays, and the Board is unable to secure a successor holding the proper qualifications, due consideration will be shown provided an effort is made to have the work of the year completed satisfactorily to the Director.

**NOTE.**—Trustees will be assisted by the Director to secure teachers certificated in Agriculture. Address, Director Elementary Agricultural Education, O.A.C., Guelph.

9. To the teacher conducting the work satisfactorily throughout the year (January to December) an annual grant of \$30.00 will be paid; to a teacher conducting the work only to summer holidays the proportion of the grant will be \$15.00; to the teacher conducting the work for the remainder of the year after summer holidays, the proportion of the grant will be \$12.00. To the teacher who has taken the first year's summer course at the Ontario Agricultural College and completes the second year's summer course for the certificate during the year, the grant of \$30 will be paid, provided the work is carried out satisfactorily throughout the calendar year.

10. When an equipment on which the Legislative grant has been paid to its full value remains unused for two years, the Minister may direct the transfer of said equipment to one of the other schools of the province.

**NOTE.**—Teachers holding the certificate and desirous of engagement in a school where this work in Agriculture is carried out should communicate with the Director, and keep their names and addresses listed with him, so that they may be brought readily into communication with trustees.

11. To qualify for these grants there shall be in addition to the systematic indoor instruction which is carried on throughout the year a school garden (about 1-10th acre being sufficient for 25 pupils) containing individual lots at least 4 feet by 10 feet in area for each pupil (two small pupils may work one plot between them) with wide paths, and also experimental and demonstration plots along lines of local interest, or such as are arranged by the Director. At all times the garden should show good care and good garden practice; it should be well protected against injury by the children in their games, or by dogs, poultry, and cattle; it should be well-protected and cared for during summer holidays, and at the close of the season well prepared for next year; there should be an adequate supply of garden tools kept tidily and in good repair. In the school buildings, the school grounds, the apparatus, and in the school work, there should be evidence of effort to reach a high standard of attractiveness, efficiency and progressiveness.

In the place of having individual plots for all the pupils in a formal garden, teachers may arrange to have the work in flower gardening done in flower borders suitably arranged about the school house or fences; much of the garden work for the older girls especially may be done in flower borders at the front of the school, in the perennial border, or with vines and shrubbery, hanging baskets, window boxes, wild flower plots, etc.; the boys' work then will be along the lines of demon-



strations and experiments with grains, vegetables, fertilizers, etc., in the garden proper.

Moreover, instead of having the pupils carry out the work in small separated plots, teachers are quite free to plan the garden along the lines of a farmer's home garden; *it is not the form or style of the garden that is of first consideration.*

The garden work should be planned to develop a consistent and progressive series of studies from year to year, and not be allowed to become a matter of aimless repetition; pupils should advance into more difficult work just as they do in arithmetic or other school studies. Teachers should leave records of the work they have carried out for the guidance of their successors.

There should also be special effort to make the library work effective, not only with the pupils but with the people at large, in the use of agricultural works and government publications. Special and systematic effort is required in the agricultural work of the Nature Study course; careful records of work done must be kept by the older pupils and teacher; where there are more than one teacher in the school the teacher in charge of the garden work shall direct the garden instruction throughout the school.

## II. Regulations for Schools not having Teachers certificated in Agriculture

NOTE.—For 1912, a Legislative grant of \$1,000.00 is available for this work. Should this sum not be sufficient to pay in full the grants on the following basis, the Department of Education will make a *pro rata* distribution of the grant.

1. The Minister of Education will, upon the Director's recommendation, pay grants also to rural and village schools which carry out the work satisfactorily under competent teachers not certificated in Agriculture in connection with (a) a school garden, or (b) home gardens with school experimental plots.

2. The requirements stated above for schools with specially trained teachers, will in general be necessary, i.e. (a) a course of instruction in Elementary Agriculture and Horticulture shall be carried on throughout the calendar year, one hour a week being allotted to this. (b) The Director shall be notified of the school's intention to qualify for the grants before December 31st of the preceding year (before May 1st in 1912). (c) The trustees shall keep the accounts for the work separate and submit a financial statement to the Department of Education through the local Inspector. (d) The teacher shall keep a weekly record of the work done and submit it at the end of the year to the Minister, through the local Inspector. (e) The practical work carried out in the school or home gardens shall be of a satisfactory character.

### Grants

3. To a School Board which gives throughout the year a course of instruction in Agriculture and Horticulture in the school in connection with a successfully managed school garden as described above under the direction of a competent teacher, approved by the Director, the Minister will pay an annual grant not to exceed \$12.00, and in no case to exceed the total amount expended by the Board during the year for the work.

4. To the teacher conducting this work successfully throughout the year (January to December) the grant will be \$12.00, with no portion paid for only part of the year.

5. To a School Board which carries out throughout the year a satisfactory

15 E.



course in Elementary Agriculture and Horticulture in the school in connection with class demonstration and experimental plots in the school grounds and a scheme of home gardening with the pupils, the Minister will pay an annual grant not to exceed \$8.00, and in no case to exceed the total amount expended by the Board during the year for this work.

6. To the teacher conducting this work successfully throughout the year (January to December) the grant will be \$8.00, with no portion paid for only part of the year. Where there are more than one teacher in the school taking part in the work the grant will be paid to the Principal, and should be divided fairly.

### III. Assistance to Other Schools

While it is desirable to have the work taken up in a thoroughly systematic and practical way by teachers specially trained or specially interested, any school can carry out some measure of instruction under the plans arranged by the Department through the Director.

With the charts, bulletins, and leaflets that are supplied free to all schools, an intelligent teacher will be able to give some valuable lessons to his pupils, even though he has not himself been previously instructed in the work. If, in addition, the work is given a practical turn by means of a few experimental and demonstration plots in the school grounds, it may be of great value.

**NOTE.**—Apply to the Director of Elementary Agricultural Education at the Ontario Agricultural College, Guelph, for further particulars regarding the matters dealt with in this circular.

## REPORT OF DIRECTOR OF ELEMENTARY AGRICULTURE FOR ONTARIO

### A Survey of the Work carried on in Ontario in 1911 (Condensed)

*To the Honourable, the Ministers of Education and Agriculture:*

SIRS,—I have the honour to present herewith a survey of the work carried on in Ontario during 1911 in the field of Elementary Agricultural Education. It comprises the report of the Nature Study Department for the year, this being the eighth annual report of the Department and the seventh which I have made.

The work undertaken and carried out during the year repeats in a large measure the work of the previous two years in teacher-training, nature study correspondence with teachers and pupils, and extension work in school gardening. As the details for these plans of work were given at length in the annual report of the Ontario Agricultural College for 1909, it will not be necessary to repeat them here.

By my appointment last summer as Director of Elementary Agricultural Education under the Department of Education, the work of this Nature Study Department becomes an integral and fixed part of the school system of Ontario, operating particularly in connection with the rural schools. With the official support of the Department of Education, which this new connection brings, it may naturally be expected that the service for which the Nature Study Department was established in 1903 will become more and more acceptable, and that before many years our rural schools will be, with few exceptions, furnishing their clientele with a fair measure of practical and sound instruction in the elements of agriculture. I am glad that a satisfactory arrangement has been made for keeping the Nature Study Department a "go-between" between the two Departments of Education and Agriculture. In

my office as Director of Elementary Agricultural Education, I am to remain closely connected with the Ontario Agricultural College; indeed, one of the chief branches of my work will be to interpret the teachings of the College and the findings of the Experimental Farm to the schools throughout the country.

### Teacher-Training

Perhaps the most important side of our work is that of the training of teachers. From year to year, evidence accumulates that a course of instruction in Agriculture, even if it be for a month or ten weeks only, fits a teacher better for the work of the rural schools. While in many cases she may not be able to carry out definite courses in Elementary Agriculture, owing to the pressure of more insistent studies, her experiences at the Agricultural College make her more observant of, interested in, and sympathetic towards the many objects and operations connected with farm life. It is not claimed that our teacher-training will make poor teachers into good and acceptable teachers; but a good teacher, it is claimed, will be a better teacher for an insight into the work, teachings, and helpings of the College.

### Normal Teachers' Class, 1911

The third Normal Class entered for the course in Elementary Agriculture and Horticulture on April 26th, and continued in session for nine and a half weeks. It was composed of seventy-eight Grade A teacher-graduates of the Provincial Normal Schools, and Miss Lucy Barker, a missionary teacher in an Indian School at Fort Albany, Hundson Bay. As in the years 1909 and 1910, the travelling and living expenses of the teachers were defrayed by the Government; an agreement to teach three years in Ontario, or to reimburse the Province for the expenses of the course, was signed by each teacher. All parts of the Province were represented, seventeen entering from the Ottawa Normal School, four from Peterboro', five from North Bay, ten from Toronto, fifteen from Hamilton, eleven from Stratford and sixteen from London.

The course covered by this class was practically the same as that taken by the classes of 1909 and 1910, and outlined in Circular 13½, issued by the Department of Education. Every department dealing with the subject of agriculture at large shared in the work of instruction, and due acknowledgement must be made of the generous support received from the College staff in this connection. While it entailed extra preparation and work, immediately after the close of a busy year's work with our boys, their services were given with readiness and enthusiasm, and in a belief that the dissemination of agricultural knowledge through trained teachers must help in the betterment of our people at large.

As in previous years, the teachers took possession of the boys' residence. The ability of the College to turn itself in a few days' interval from a boys' school into a girls' school—from a school to train farmers into a school to train teachers—speaks well, I think, for its ready adaptability.

With the exception of three all the members of the class were recommended for the certificate in *Elementary Agriculture and Horticulture*, issued by the Department of Education. With this credential they are entitled to a special grant of \$30.00 a year, when they carry out a course of instruction in agriculture in connection with a successful school garden.

### Summer School

The Summer School for Teachers in July again showed a marked increase in the attendance. From one hundred and twenty in 1910, it rose to very nearly two



hundred in 1911. Of this number eighty-two entered for the first year Nature Study Course, seventeen returned to complete the second year course in Agriculture to qualify for the certificate, and three took a third year in special subjects dealing with Nature Study or Elementary Agriculture. The remainder of the number took the courses in Domestic Science, Art or Manual Training. The teachers who enter these classes represent the progressive and ambitious members of the teaching profession. The amount and quality of the work accomplished in the four weeks is always a source of surprise. It cannot fail to prove of great value to teachers who are seeking to lay some practical emphasis on the vocational interests in their school work. When the work of the Summer School becomes better known amongst teachers, there is little doubt that the facilities of the College will be taxed to the utmost. Several teachers continue to come for three or four years in succession, taking up different work each year. Everyone agrees it is an ideal holiday for a teacher desirous of improvement.

The increase in attendance necessitated the opening of the main building of the College as a residence. The first applicants were accommodated in Macdonald Hall to the number of about one hundred; the later applicants were accommodated at the College, and while it does not offer such comfortable quarters as the Hall, it is much preferred to boarding in the city.

If a summer course means work for the students, it means the same for the teachers. In the work in Nature Study and Agriculture it is impossible to put all the instruction into the hands of a few, as there are so many specialized branches to be treated.

#### The Winter's Reading Course, 1910-11

The Teachers' Reading Course carried on in connection with the summer School work is required for the certificate in *Elementary Agriculture and Horticulture*. The intention is to have it carried on after the first summer's instruction, both as a review of the previous July's work and a preparation for the second year's work.

Teachers are expected to read the books carefully and synopsize them well enough to enable them to recall the chief material in the books on looking over the synopsis. It is advised that the work be done in a loose-leaf note-book similar to the one used for making records in the classes; written in ink, with chapters denoted, headings underlined, paragraphs indented, diagrams used, etc., as far as possible the same kind and size of paper being used throughout. The synopses are handed in at the *opening* of the second session, examined and given back to the owners.

The list of books is made large enough to enable a teacher to select those works which she finds in her experience will be most useful to her in her school Nature Study interests. Six books only are required. With the approval of the Director, teachers may substitute any other good standard work bearing on the subject of Agriculture or Horticulture in which they may find a special use and interest. The calendar arranged for the reading is only suggestive; the teachers may read the books in whatever order suits best.

*Nature Study*—September and October:

- (1) Silcox and Stevenson's "*Modern Nature Study*," and Dearness' "*How to Teach the Nature Study Course*"; or
- (2) Hodge's "*Nature Study and Life*."



*Agricultural Science*—November:

- (1) Plumb's "*Types and Breeds of Farm Animals*,"
- (2) Dean's "*Dairying*,"
- (3) Robertson's "*First Lessons in Poultry Keeping*."

*Physical Science*—December and January:

- (1) King's "*Soils*,"
- (2) Master's "*Plant Life*,"
- (3) Dunn's "*Weather*,"
- (4) Farr's "*Geology*,"
- (5) A standard work in Astronomy.

*School Gardening, Etc.*—February:

- (1) Greene's "*Amongst School Gardens*,"
- (2) Kern's "*Amongst Country Schools*."

*Horticultural Science*—March and April:

- (1) Rexford's "*Flowers and How to Grow Them*,"
- (2) Bailey's "*Principles of Fruit Growing*,"
- (3) Green's "*Vegetable Gardening*."

*Biological Science*—May and June:

- (1) Bailey & Coleman's "*Biology*,"
- (2) Conn's "*Bacteria, Yeasts and Moulds in the Home*."

The following teachers were granted the above certificate: Miss C. Carrow, Brantford; Miss Mary Davidson, St. Catharines; Miss Mary E. Davies, Adrian, Elgin Co.; Miss Margaret Doherty, Agincourt, York Co.; Caroline Hare, Aylmer; Alvin Kaufman, Kurtzville, Huron Co.; Leila McEwan, Osnabruck Centre, Stormont Co.; Minnie Wilson, Huntley, Carleton; Norma Banting, Toronto; Madge Martin, Bridgewater, Peterborough; Ethelwyn McArthur, Gobles, Oxford; Eli Robinson, B.S.A., Guelph.

**Progress of School Gardening in Ontario**

For the past five years the Department of Education has offered extra grants to Rural and Village Schools and to teachers undertaking to carry on school gardens. At the present time the grant to the School Board is \$50.00 for the first year and \$30.00 for subsequent years. The special grant to the teacher is \$30.00 annually. The money paid to the trustees is to help in purchasing and preparing extra land or to provide tools, seeds, etc. The teacher's grant is for successfully carrying out a course in Agriculture through the school garden. For 1911 the total grants reached the sum of \$2,340.00; in 1910 there were seventeen schools with gardens; this year there are sixteen more, or thirty-three in all. It is expected that next year there will again be a large increase in the number.

All the gardens have been conducted by teachers who received their training at this College. Fourteen of the ninety-two members of the 1909 Normal Class and nine of the forty-one members of the 1910 class are represented. Five gardens have been conducted by teachers certificated in summer classes and the five male teachers represented in the list received their training in special classes previous to 1909. Four of the teachers in the list left the schools in June, but were succeeded in at least two of the schools by teachers holding the certificate in Elementary Agriculture.

Most of the gardens are in the western part of the province, where, as a rule, higher salaries prevail. In Carleton County, in which the work began about 1904, with five gardens under the Macdonald-Robertson scheme, three of these original gardens receive the grants. The County of Kent leads in the number of gardens; six were commenced during the year.

The following is a list of the School Gardens: \*15, Burford; 23, Brantford; \*5, Gloucester; \*1, March; \*6, North Gower; \*11, Malahide; 13, Malahide; 13, Yarmouth; 2, Sidney; 8, Camden; 9, Oxford; 2, Chatham; 6, Chatham; 12, Chatham; 6, Raleigh and Dover; 1, Louth; \*3, Louth; \*5, Niagara; \*1, Clinton; 3, Gainsborough; \*12, Windham; \*4, E. Whitby; 3, Downie; \*1, Elma; 5, Cumberland; \*7, Wellesley; 6, Waterloo; \*3, Guelph; \*6½ and 7, Guelph (Macdonald Consolidated); \*8, Beverly; 9, Saltfleet; 1, Scarboro; 22, York.

#### **School Gardening for which Government Grants were not Paid**

The gardens listed above do not by any means represent all the school garden work which was carried on in Ontario during the season of 1911. While we have no complete records of such, several are known through their co-operative work in the Schools' Division of the Experimental Union, or through special reports from Inspectors.

In the Schools' Division of the Experimental Union, schools are supplied with flower and vegetable seeds, the seeds of farm crops, tree seeds, vines, bulbs, shrubs and tree seedlings as well as instruction sheets, booklets on gardening, government publications and agricultural text-books. The forest tree seedlings, agricultural seeds, government publications, and instruction sheets are furnished free; charges are made for the other material. Several hundred schools have taken advantage of the offers made during the year, and have thus taken some steps towards arousing an interest in agriculture and horticulture amongst their pupils.

One hundred and fifty schools purchased seed supplies for school gardening purposes in addition to sixteen other schools that took only free material. Of the work done reports have been received from thirty-eight. Twenty-two report taking up the work in school gardens and sixteen report home gardens. As it is in no sense obligatory for teachers to report, we are unable to say how many more of the one hundred and sixty-six schools co-operating carried on the work for which they obtained supplies.

The following report School Gardens: 1, Cape Croker (Indian Reserve); 10, Carrick; 4, Mono; 7, Williamsburg; 17, Southwold; 5, Malahide; 11, Bayham; 10, Sydenham and St. Vincent; Victoria Public School, Owen Sound; 5, McGillivray; 3, Westminster; 13, Charlotteville; 13, Blenheim; 7, Chinguacousy; 3, Chinguacousy; Public School, Listowel; 1, Ellice; 6, Fenelon; 16, Wellesley; 3, West Garafraxa; Charlton Ave. Public School, Hamilton.

The following report work carried out in Home Gardens: 20, Brantford; 1, Brant; 9, Kinloss; 5, Collingwood; 16, Sydenham; 3, Walpole; 1, Elzevir; 12, Sidney; 12, Huron; 9, Stephen and Osborne; 6, Caradoc; 11, Elma; 1, Alfred; 13, Nottawasaga; 3, Vespra and Oro; 10, Vespra; Bolton Ave. Public School, Toronto.

In addition to the Gardening work listed above as qualifying for grants or co-operating in the schemes of the Schools' Division of the Experimental Union, the following schools are reported by Inspectors as taking up the work in gardens at the schools: Brantford Public School; 8, Burford; 3, Huntley; Richmond Pub-

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\*Schools marked thus had gardens for which grants were received in 1910.

lic School; 6, Fitzroy; Morrisburg Public School; Chesterville Public School; 18, Winchester; nearly every school in East Elgin; 2, Clinton and Louth; Chesley Ave. Public School, London; Chelsea Green, London; 17, Westminster; 5, South Norwich; 8, Blenheim; 1, Mornington; 23, Waterloo; Ayr Public School; Baden Public School; Torrance Public School, Guelph; 3, Barton; U.3, Barton, Glanford and Ancaster.

In all, ninety-two schools are thus known to have taken some active part in this phase of the school work during the season of 1911. Undoubtedly the number would be much larger if all were known. Perhaps the number would be nearer three hundred than one hundred if there were better means of receiving reports from all the schools that interest themselves in the work. Hereafter, suitable plans will be arranged for keeping definite records of all schools that carry out schemes of instruction in agriculture and horticulture through school or home gardening.

In this survey, no account is attempted of those schools which merely distribute seeds for local horticultural societies, and do not systematically use the children's experiences in the school Nature Study and other work. In many places children are encouraged to take some competitive interest in gardening through such seed distributions, but this line of work, though good in itself, cannot legitimately lay claim to being *School Gardening*.

#### **Some Features of School Gardening as seen by Ontario Teachers in introducing the Work into their Schools**

To any who are interested in the subject of school gardening, the experiences of the teachers who have undertaken the work will be deserving of attention. Below we quote excerpts from correspondence and reports, showing their difficulties and hindrances, their helps and encouragements, their successes and rewards, their needs, their plans, their suggestions.

Back of all the experiences quoted, there is evidence of three great needs; there is need for the moral support that comes from an enlightened public understanding of the intention of the work and the methods used; there is need for the work receiving a proper and official status on the school programme of studies on a par with other school subjects; and there is need of the study being given a more definite shape, system and aim, such as history or geography has.

While we may congratulate ourselves in Ontario that the work has advanced as far as it has and that no other province in Canada or state in the United States can show greater—if indeed so much—progress, at the same time it must be acknowledged that we are out-distanced by many other countries. In Australia, for example, gardening is very widely practised at the State Schools. In Victoria there are more than twelve hundred; in Western Australia practically every school has its school garden. In the past few years gardens have become very common in many counties in England.

#### **Is it Worth While ?**

"I would not be without the garden now for any consideration, although I am looking forward to twice as much work personally next year as the oldest pupil is only eleven years."

"We are going to continue the work as I shouldn't want to teach if I couldn't have a garden."



**The Attitude of the Public—How Gardening Slowly Grows in Favour**

"Parents, trustees and inspector regard it as a harmless fad of mine."

"All are indifferent here, especially the inspector, who laughs at the school garden idea."

"I was surprised to find our inspector opposed to school gardens."

"Some parents are indifferent; others have become interested on seeing their children interested."

"The trustees will give no assistance, so we intend to borrow a wheelbarrow and go to the nearest barnyard for fertilizer, which we get if we will haul it ourselves."

"The children were unable to plant early because of lack of home co-operation."

"I had no assistance from them but all had a friendly feeling towards the garden."

"The majority of the people seem to view the work more favourably now."

"Interest is growing but we have no school garden as yet."

"Public sentiment has improved sufficiently to make next year's effort less of an undertaking for the school board and teacher."

"The trustees are interested to the extent of purchasing a piece of ground adjoining the school yard for a garden."

"I think I can use more time (i.e. from the school work) next year without any unpleasant comments of parents."

"The people are delighted with the garden."

"The people who opposed the garden at first have either turned indifferent or favourable. The chief complaints were the expense and waste of time."

"Sceptical parents influence the older pupils to think the work is only a particular teacher's hobby or whim."

"People are satisfied to have it go on."

"The parents and trustees seem interested in the work and give us great encouragement though little practical assistance."

"Another man told me that his boy laid out plots in their own garden and 'he knew how to go ahead with it. I think he knew as well or better than I.' He is only a small boy."

**The Effect on the Pupils—How they Like this School Subject**

"It has a good effect on discipline."

"They seem to enjoy coming to school and have developed an interest in nature."

"The pupils are always willing and anxious to work. We attribute the general good behaviour to the good relations established in the garden."

"I find all my pupils are taking a more intelligent interest in this work."

"The pupils often came very early in the morning to work on their plots and seemed to be well satisfied with their opportunity to do this work."

"I have heard some of the children who did not care to take the work this year announce the fact that they were going to have beds of their own next year."

"It promoted a spirit of friendliness and helpfulness among the pupils. A number of them also walked a couple of miles during the holidays to water and care for their plants a few times."

"I found the interest of the children never failed. At every intermission there was a bee-line made for the garden."

"A bond of sympathy between teachers and pupils—both interested in the same pleasant work."

"It causes them to enjoy work when they can see and enjoy the results of their own work. Nearly all the children were delighted with the work."

"I was very much pleased when they ( the pupils) suggested taking the money they get for carrying in wood (\$1.50) to buy bulbs. So we have a lot of bulbs planted in our border along the road fence."

"As a rule not many of the children were very enthusiastic but from one boy the only really good composition I ever received was about his garden."

"One boy had splendid success with barley."

"Sadie Walker brought a very fine ear of pop-corn fully developed and I promised to report about it. Some have had success with the O.A.C. No. 21 barley and report enough to replant next year."

"The seed barley grew very well for some of the pupils. Two brothers who received a packet apiece report nearly half a peck of seed. Two others who sowed on low land say they had a large sheaf but the heads were not well filled. One boy who sowed emmer says he has about a quart of seed. These two boys are very much interested." Bruce Co.

"One of the boys experimented with the barley and his parents gave him help, which encouraged the boy." Simcoe Co.

#### **The Care of the Garden During Holidays—How the Holiday Problem Can be Solved**

"The Women's Institute undertook the care of it."

"The trustees looked after the garden during the holidays. They weeded it and tended it."

"Children went to the garden twice a week to care for their plots. The Board hired a man (\$10.00) to water and look after the garden in general."

"The garden was left as clean as possible at the end of June. I made two trips to attend to the garden and two or three pupils came at the same time."

"Teacher and pupils met at garden each Friday afternoon from 2 to 4 o'clock."

"The pupils came each week and cared for it in turn."

"Children attended to it. Some plots were neglected."

"The children visited the gardens at least once a week. On account of scarcity of labour the boys did not come so often."

"Pupils all wanted to help care for the garden in the holidays, so a number were appointed to come at set times. Each, when he came, was to attend specially to his own plot and the group was then to go over the garden and look after any needed work. I arranged it so as to have three groups come in two weeks and set the date so that each pupil knew when he was to come. There were three or four in a group generally and I tried to arrange to have pupils who lived near each other or were particular friends, appointed for the same day. They seemed to take it as an outing and came oftener than asked to come. No pupil was asked to come more than twice and many only once. Most of them came oftener, however. In this way all seemed to keep up an interest and the garden was well cared for." Waterloo Co.

#### **The Need of Good Neighbours, Good Fences, Good Soil, and Some Tools**

"Plots were more or less destroyed in summer holidays."

"Some visitors think they have the right to pluck flowers and eat anything they like in the garden."

"On the 21st of June, our garden suffered a real disaster from five head of cattle hooking the gate open and entering during the night."

"Ten of the plots were not a success owing to destruction by sheep. We were most disappointed about our barley experiment which was carefully planted and almost all destroyed."

"The whole planting was successful after we had replanted owing to a great pest of wireworms which destroyed the first growth."

"The school grounds have been graded recently and the stiff clay subsoil exposed will scarcely grow weeds."

"One end of my garden was a very heavy clay which baked very hard after a rain, when the sun came out."

"The China Pink seed did not germinate well as the weather was dry and there is no water at the school, or very near it."

"Plots were not ready till late spring. We had no tools but borrowed ones."

"The grain grew until the end of July when the neighbour's cattle, etc."

### **The Teacher's Difficulty in Teaching Agriculture**

"We have so many studies on the curriculum that our time is very short for each study."

"The chief difficulty in the work is to get time to take the extra lessons."

"The regular course of study is more than I can accomplish in an ungraded school. When the Government decides that Agriculture is more desirable as a study than some of the regular work, why do they not reduce the amount of this to make room for Agriculture? The latest changes have added a considerable amount to the regular work."

"The work of cultivation takes so much time that, although I enjoyed it all immensely, it leaves me so little time for my other work. But this was partly due to the fact that the first year required more work than another year will."

"My school is small, as also are the pupils, so we found the work a little heavy. We had difficulty in getting the garden ploughed last fall (1910), but this fall we had no difficulty in getting twice as much plowed."

"The parents have no idea you are neglecting the three R's. It is difficult to spend sufficient time for all the good lessons that might be taken from the garden."

### **School Lessons in Agriculture and Horticulture—What some Schools Teach**

"We have experimental window boxes and develop a great many experiments in these." Haldimand Co.

"We have made a study of the apples of the neighbourhood by having the pupils bring different varieties. The District Agricultural Representative helped us in naming some of them." Hastings Co.

"We had an experimental plot where we tried transplanting vegetables thinned out of the pupils' plots, and were very successful indeed. We tried beans with four and six leaves without losing a single plant."

"I have arranged to take one agricultural topic each week from the topics suggested in the leaflets but feel the need of a definite course and a source of information on some topics." Lincoln Co.

"Lessons on forms of water, on evaporation, condensation, percolation through different materials and through soil; capillarity taught by gas-chimney filled with soil and set in glasses, water being then poured into the glass, wetting the soil from the bottom up; osmosis, shown by using brine and an egg-shell. For city yard purposes we found the training of climbers on fences, and especially the introduction of trailing vegetables tacked to fence, squash, citrons, etc., an interesting experi-



ment. The children have more to do throughout the season with these, and interest is sustained." Bolton Ave. Public School, Toronto.

"For winter work we have attempted nothing new, as our old plans have stood the tests of many years. The school gardens are tidied, leaves raked up and buried in hollow or low spots, perennials protected for winter, bulbs planted, and the tools carefully polished and put away for winter. Slips of geraniums are distributed for home growing, and prizes to be awarded before the Easter holidays. Old roots of geraniums are planted in boxes and placed in the cellar with hopes of a few survivals for the early spring planting. Plants are potted for the school windows, the soil being prepared by the pupils. School window sills are fitted with trays having strong handles on the ends, which can be lifted out on frosty nights, and the care of the plants in the windows divided among the pupils of the classes so that they vie with each other in keeping them in good condition." Charlton Ave. P. S., Hamilton.

### School Fairs—How to Arouse Interest Amongst the Public

"We had a school Fair with what we had grown. The Broom Corn was the greatest curiosity." Hastings Co.

"The School Garden Fair was held in the school room on September 18th, 1911, and about sixty visitors were present. The District Agricultural Representative conducted a weed seed contest amongst the older pupils. . . . Each one who brought an exhibit and did not get a prize was given two tulip bulbs. Prizes were also given for the best Garden Journal." Victoria Co.

"Women's Institute had a fair and the children exhibited there." Kent Co.

"We had a Corn Fair last fall—an exhibition of corn by pupils, with literary and musical programme." Kent Co.

"On Friday last some of the results of the children's gardening operations were to be seen at the school, where a display of vegetables and flowers almost equalling a small township fair was on view. The beets, carrots, radishes, squash, etc., were a credit to the young growers, and the flowers, including asters, zinnias, sweet peas and other annuals, made a very attractive show. Prize ribbons were awarded for the best exhibits in the different classes, and some of the teachers gave books also as first prizes. This means of inculcating a taste for horticulture in the minds of the children is highly commendable and worthy of encouragement. We understand that an exhibition of industrial art and manual training work, which are now being taken up in the school, is in contemplation for next spring." From newspaper report, Listowel.

"The Toronto Horticultural Society this year gave us twelve dollars for our Fair, which we used in small cash prizes for the winners." Bolton Ave. P.S., Toronto.

"For two hours last night the village of Swansea was dark. No lights shone forth from the windows, and the houses for the time being were deserted. Up at the grounds of the public school, however, there was a strange contrast. Here was assembled the whole population and everything was gay and bright. The occasion was the Public School Annual Flower Show, and within the large red tent on the campus was as fine a collection of flowers as one could wish to see." *Toronto Globe*, September 23rd, 1911.

"The entire population turned out, mothers, fathers, children, and often the baby. . . . All enjoyed themselves to the fullest, in viewing the flowers and listening to the music. . . . More than 130 exhibitions of fruit, vegetables and

flowers were made at this show. . . . The members of the school board and private citizens donated the prizes." *Toronto Telegram*, Sept. 23, 1911.

#### Co-operation—How Some People Help

"The trustees gave the manure for the plots."

"We sold \$2.30 worth of produce from the class plots. There was no garden produce wasted or unused."

"The Women's Institute was interested in the flowers."

"The four plots marked X were planted with different varieties of asters given us by one of the trustees. They had the most beautiful flowers on them I ever saw. . . . We had a number of tomato plants given us and we planted them in an experimental plot." York Co.

"The parents became interested and all money needed was cheerfully donated. One gentleman told me he had \$5.00 to help buy plants next spring. It is wonderful the interest and pride the children take in their flowers. One thing that impressed me was the way the very young children learned and remembered the names of the flowers. Many of the citizens expressed wonder at the way the children cared for the flowers. . . . Flowers were sent to the hospital, to the public library, and to the aged and sick." Owen Sound.

"Some of the farmers were quite favourably impressed with the barley sent."

"The trustees could not procure land, and, as there are only eighteen pupils, they consented to plough up a strip in the play ground. They voted me ten dollars to carry on the work. The parents ploughed, manured and harrowed the land free. With the money I procured 1 spade, 98 cts.; 3 hoes, \$1.10; 2 rakes, 70 cts.; 2 watering cans, 60 cts.; seeds, \$1.20; onions, 20 cts.; total, \$4.78." Grey Co.

#### The Rural School Problem and Agricultural Education

Our enquiries made last year amongst rural teachers showed several needs that are more or less apparent to all. These needs are still with us, and will be, it may be expected, until some great movement takes place to put the school-master in his rightful place, and to establish his work as a permanent, well paid, well protected, and honoured civil service! Then if the state requires of the school a certain service in teaching the future citizens, that service can be done! Then the teaching of agriculture becomes a simple matter.

Not that there is no need for advocating the teaching of Agriculture in the rural schools. As time goes on there is greater and greater need for it. The inadequacy of the teaching force is the chief lack. In three years we have trained about two hundred and fifty teachers for the service; this is scarcely a handful for the five thousand schools that might profitably use them. With the shrinkage that comes from teachers leaving the country schools to take positions in the towns and cities and from their retiring to take up other lines of work, little advance can be made if other means are not found to meet the situation.

The isolation of the teacher is another hindrance. The teacher in the one-teacher rural school is one of the most isolated workers in the world's workshop. Surrounded often by influences that retard, seeing her inspector only twice a year, cut off from her fellow workers, left without any direct means of communication with the educational authorities, and ignorant of the progress of education in the world at large, it is hard to expect any widespread effect from a few girls scattered here and there throughout the schools of the Province.

The lack of widespread moral support is felt, too. Teachers would do more for



the cause if the people at large understood the meaning and purpose of education aright and gave their teachers their support in advancing along new lines. Without this support a teacher, however progressive she may be, must in a large measure follow the well beaten tracks. She cannot make her environment; she is the victim of it.

To overcome these weaknesses, great changes will have to be brought about. To supply an adequate number of qualified teachers, not only must the work of the College be extended in its Normal and Summer Courses, but Agriculture will need to be taught in all the Normal and Model Schools. To bring the one-roomed rural school out of its isolation, the question of consolidating schools must be considered. To stimulate popular sentiment in favour of education, a strong propaganda is called for from all the educational forces in the country.

#### Extension Work

The work of the *Schools' Division of the Agricultural and Experimental Union*, commenced in 1909, was continued in 1911, with some new features added. It was felt that the response made by teachers, trustees and inspectors in the first and second year's operations and the favourable reports received warranted us in extending the lines of co-operation between the schools and the College. The past year's results have justified the extra expense and labour. Several hundred schools have shared in the distribution of materials.

The following were offered to the schools this year:

(1) *Seed Packets for Children's Gardening*.—These were sold at 2 cents a packet. In most cases they were used by the children in home gardening rather than in school gardens. With the seeds a circular of instruction was sent out to guide the children and teacher in the practical work. Another circular was specially prepared as a guide to the teacher in taking up lessons in the school based on the work. 135 schools have co-operated in the work. Most of the schools are in country districts. Several thousand children have received the packets.

(2) *School Collection of Forest Tree Seedlings*.—The material in this collection was sent out from the Government Forest Nursery in Norfolk County. It consisted of 12 White Pine Seedlings (2 year stock), 12 Scotch Pine (2 year stock), 12 Norway Spruce (3 or 4 years), 12 Cedars (2 years), with a miscellaneous addition of deciduous tree seedlings.

It was stipulated that they might be distributed to the pupils, if they were not required for the school grounds, after they had served an educational purpose at the school for at least one year. In connection with this an offer was made to School Boards to provide material for reforestation any waste land connected with the school, and which would be controlled permanently for educational purposes. Although, a few trustees corresponded on the subject, no school took up the work; this line of work with the schools offers a good field for inculcating reforestation sentiments and practices.

37 schools received these collections.

(3) *Seed Barley for School Experiment in Agriculture*.—In 1909 and 1910 different species were sent to the schools for observation plots. This year packets of specially selected O. A. C. No. 21 Barley were sent out for a little experiment. The work was to plant the seed in  $\frac{1}{1000}$  acre plots one week apart, commencing with the earliest possible date of seeding. Comparisons of growth and yield were to be made. When the school was unable to carry out the work the seed was to be used for demonstration purposes. A chart showing the results of this experiment on the Experimental Farm was prepared to accompany the school's work.



About 200 schools received this material.

(4) *School Collection of Agricultural Seeds*.—This included samples of different kinds of field crops, such as wheats, corns, clovers and legumes, grasses, flax, buckwheat, etc. The intention was to have schools provided with small plots on the school grounds that would furnish material for practical studies on growth, flowering, seeding, etc. A number of town schools accepted the offer and have made good use of the material.

About 200 schools were provided with the collection.

(5) *Tulip Bulbs*. The object was to encourage the improvement of school grounds by the planting of tulips. A special selection of the best known and hardiest varieties of white, red, yellow, and striped tulips was made for this.

10 schools sent orders for these.

(6) *School Collection of Hardy Climbers*.—This collection, like the tulip bulbs, was arranged to help in improving school grounds throughout the country. It included two Virginia Creepers, two Boston Ives, two Hardy Climbing Roses, and one shrub Hydrangea. The Virginia Creepers were intended for covering unsightly fences or outbuildings and the roses for adorning the walls.

40 schools secured these.

(7) *School Collection of Shrubs*.—This collection was arranged for to enable schools to secure first-class shrubs for decorating the school grounds. The shrubs selected were all well adapted to withstand our climate. They consisted of the Flowering Currant, Spirea Van Houttei, Bush Honeysuckle, High Bush Cranberry, Siberian Pea Tree, Syringa or Mock Orange, and a selection of Lilacs.

4 schools ordered these.

(8) *Weed Seed Collection*.—This collection was sold for 25 cents. The seeds included in it represented those covered in the Seed Control Act of 1905, the sale of which is restricted in seed grain, clover, etc., as well as some of the more common weed seeds found as common impurities. These collections have been put up specially by the Botanical Department for educational purposes. Teachers have found them useful for reference.

(9) *Picture of the Ontario Agricultural College*.—This is a picture 12 inches by 18 inches, showing views of the College buildings, fields, class work, etc. It was sent to schools on condition that it be framed and given a place on the school walls. A presentation card was sent with it, to show when and under what circumstances the picture came into the school. An instruction sheet for the teacher was sent with it also, outlining lessons based on the picture that might be taken up with the pupils.

34 schools were provided with the picture this year.

(10) *The Schools' and Teachers' Bulletin*.—These four-page monthly reprints from the College paper were included in the offerings; as through these we seek to keep teachers informed as to advances in the teaching of domestic science, manual training and elementary agriculture. On account of not being allowed franking privilege in the mails for the publication, a charge of ten cents had to be made to cover the cost of postage.

About 100 teachers are receiving this.

(11) *The O. A. C. Review for School Libraries*.—We aim to have the College paper used as a link between the country school and the College. Through its presence in the school library teachers, pupils, and parents may be led to see the desirability of a higher education for the modern farmer than that which may be provided in the local school. A great many inspectors are in sympathy with this aim and are giving their support to its accomplishment.

(12) *Government Publications for School Libraries.*—In an endeavour to have better use made of our Government bulletins and reports through the rising generation being made acquainted with them in their school libraries, special order sheets were prepared and sent to the schools.

90 schools have secured some of these.

(13) *Agricultural Text Books for School Libraries.*—This branch of the work was undertaken to assist and encourage teachers and trustees to get some of the best work into the school libraries, so that our children might be trained into reading along the lines of their home interests.

22 schools have been helped in this.

### Other Ontario Boys can do this Work too !

#### A Boy's Experiment in Agriculture

Last spring we sent out specially selected O. A. C. No. 21 Barley to teachers for a school experiment in agriculture. The intention was twofold: to distribute through the agency of the schools of Ontario material for seed improvement, and to make the school work in agriculture that we proposed for the schools sound pedagogically, basing it on practical work done by the pupils. Where the teacher could not undertake the work on the school ground, the seed was to be distributed to the best advantage amongst the pupils and their parents.

One boy in Victoria County carried the work out at home, and his teacher—Miss Martha Langsford, Cameron P.O.—sends the report of his good work.

His records speak for themselves. The experiment was to sow 1-1000 acre plots of barley one week apart, commencing at the earliest possible date and to compare growth and yields. This boy says he is coming to the Agricultural College some day. Even if he never does he can be counted on to make a scientific farmer.

#### Experiment with Barley

Plot	Planted	Sprouted	Headed	Height	Yield	Weight of Pint and Remark
1	Apr. 27	May 7	June 15	2 ft. 10 in.	17 ozs.	11½ ozs.
2	May 10	May 15	.....	2 ft. 6 in.	12½ ozs.	Ground frozen, and so planted late.
3	May 12	May 16	.....	2 ft. 6 in.	11 ozs.	Forgot to mark when harvested.
4	May 17	May 23	.....	2 ft. 2 in.	7¾ ozs.	Exceedingly dry weather.
5	May 25	June 3	.....	1 ft. 8 in.	1½ ozs.	Boys said crows ate it. Very little grew.

To make the work of the schools seen in its proper relation a chart was prepared dealing with this same line of experimentation on the Experimental Farm. This chart has been sent to the schools that are taking up garden work.

#### How the College reaches the Boys and Girls of the Schools through the Teachers

In last year's report (1910), the question of the value of teacher-training work of the College was considered. The testimony of the teachers who had attended during the spring term of 1909 had been solicited and reported on. In our efforts to keep the College in touch with those who go out into the Province to disseminate its teachings, we have this year learned something of the experience of the class of 1910. This class was composed of forty-one young women, and most of them took positions in country schools. On the whole, their experiences are similar to those of their predecessors of the previous year. There is some evidence, though, that there is a

growing interest in the school work for which the teachers were specially trained here. Fifteen per cent. of the class of 1909 are reported as having school gardens this year, while twenty-two per cent. of the class of 1910 have succeeded in introducing them. In last year's report, the teachers' experiences were quoted extensively in regard to the value of their training here, their success in introducing gardens, their difficulties in teaching agriculture, the support received from trustees and others, the best method for taking up the work, and other topics related to the teaching of agriculture in rural schools. For this year, only a few observations are offered in this connection; they show again how the work of the College reaches into the schools through the teachers:

"I would consider it almost impossible to teach in a rural school now without having taken the course at Guelph."

"It is now pleasant to hear farmers discuss their crops and work, and not tire-some as it used to be."

"The most useful part of the course to me in my work is the study of weeds, trees, and insects."

"A majority of the intelligent people are glad that school isn't all 'sums,' 'spelling,' etc."

"The course was more 'worth while' than all academic and professional work combined from a 'life' viewpoint."

"It has made rural life more congenial."

"It has given me a broader sympathy with rural life and taught me to look on Agriculture as a Science."

"I can truly say that I find my course useful every day in some way—not always the same line, but in some way."

"I have often loaned some of my bulletins to the neighbouring farmers."

"The course at Guelph opened my eyes to the fact of how ignorant I was in regard to common things in Nature and made me anxious to be able to name every weed, grain, etc., I come in contact with. This I find of much use in conversing with farmers who appreciate a teacher's knowledge along these lines."

"Truly the children of the country have 'eyes that see not and ears that hear not,' but when some of the simple wonders that are every minute taking place around them are shown to them it is surprising how enthusiastic they become. They are all lovers of nature, and I really think it is an incentive to have a child attend regularly when he knows a part of the day will be spent in Nature study."

While it must be acknowledged that a very small fraction of the 10,000 teachers and the 450,000 pupils in our schools are reached in this extension work so far, it seems to promise a larger adoption in the years to come. Even though our efforts fail to bring the large proportion of teachers into active co-operation with us, through the work done by the few an impelling change may be effected in a few years in the schools of the Province at large. Certainly a large field lies before us—all the teachers and all the pupils in the schools! To associate these with the College in promoting better agriculture and better living stimulates the imagination and is worthy of our most strenuous efforts.

Respectfully submitted,

S. B. MCCREADY,

Director of Elementary Agricultural Education.

Ontario Agricultural College.

Nature Study Department.

Guelph, January, 1912.



**CHILDREN'S GARDENING**

(Circular No. 13A)

**How to Keep Your Garden Journal**

He is happiest who hath power  
To gather wisdom from a flower.  
—Wordsworth.

If you are going to take up gardening as one of your school studies, you will find it a useful thing—and pleasant too, it is to be hoped—to keep records of your experiences from year to year in a garden journal.

Let this booklet be the commencement of your journal. Make a cover for it out of cardboard, a little wider and longer than these pages. Cover the cardboard by pasting bookbinder's linen over it if you can procure this material. Punch small holes through the front and back covers so as to permit a lace to be used for holding the leaves together. If the covers are made with a "break" in them near the left-hand edge, this will provide a hinge that will allow the book to open readily even when the laces are tight. For additional pages, cut out paper exactly the same size as these pages and punch holes at the proper places for the lace. Make the book strong and neat, so that you may keep it as a souvenir of your school days. You can add to its pages year after year. Other circulars published by the Department of Education or the Department of Agriculture may also be included. It will be pleasant to look over the records of your gardening experiences in the years to come, and there may be, too, valuable records to which you wish to refer.

Keep records of all the interesting things that you do or learn in gardening. Insert the plans of your gardens. Tell how you prepared the ground, planted the seed, and killed the weeds. Keep notes on the dates you planted, how long before the vegetables were ready to use, when the flowers bloomed or were killed by the frost. Make records of the birds you saw in the garden, and of the doings of toads, snails, earth-worms, and insects. Write accounts of your visits to flower shows, fruit shows, grain shows, gardens, and parks, and insert pictures of them if possible. Include the colour studies and drawings of the plants that you make in your drawing lessons. Describe any exhibition of flowers and vegetables which your school may hold. Paste in newspaper articles and illustrations which may be of use for reference.

Paste in also the envelopes that your seeds come in. With liquid glue or good mucilage, fasten samples of the seeds on stiff cardboard cut to the right size, and label them neatly. Learn to dry and press plants so that you may mount specimens of those that you grow, showing them as little seedlings as well as the older plants; also preserve some of the autumn leaves by waxing and mounting them.

Keep records of all the operations of farming through the seasons. Insert maps showing the fields on your farms and the crops that were grown on them.

You might even insert recipes for preparing the vegetables that you grow for use on the table. This would be part of your Domestic Science studies.

Write all the records in ink and keep them neat. Do not crowd the work in the book. Keeping a Garden Journal will help you to become a good gardener as well as a good scholar.

In all places, then, and in all seasons,  
Flowers expand their light and soul-like wings,  
Teaching us by most persuasive reasons  
How akin they are to human beings.

—Longfellow.

### Garden Tools and Their Care

In order to carry out your work in the best possible way, you should have your own tools or some controlling share in those belonging to your father.

Do not buy cheap tools that are meant for toys. Get fair-sized tools of good quality always. For turning the ground in the Spring, a spade or digging fork is needed. For making the soil fine, cleaning out stones, and gathering rubbish, a rake is necessary. For planting the seed a garden line or straight-edged board will be required. For cultivating the garden throughout the season a hoe is needed. A twelve-tooth rake will not be too large. The hoe should have a strong blade and, if the soil is stony, it will need to be kept sharp by filing. For weeding in close to the plants in the rows a hand weeder is very useful; there are different patterns of these, but the claw and trowel shaped forms are to be preferred.

There should be one place to keep the tools when they are not in use. You should form the habit, moreover, of putting them away in this place after using them. Tools should never be put away dirty or wet. Rub the metal parts with an oiled or greasy cloth to keep them from rusting. In putting them away for the winter, clean off the rust with sandpaper or emery cloth and apply a thin coat of vaseline or tallow to the iron; in addition, oil the wooden parts with linseed oil; keep them in a dry place. Good tools when properly cared for will last for many seasons, but they are easily spoiled by carelessness or neglect.

There is a need, too, for a watering-can at certain times. But if you read carefully under the heading of Mulching, you will learn that the need is not so great as is generally believed. After using a can, empty it carefully and hang upside down.

### What to Grow, and How to Procure Seed

It is always best to look ahead and decide beforehand what you would most like to grow in your garden. You will have to consider also what kind of plants will do best in the particular piece of ground you have at your disposal. Plants are like people, they all have special requirements, and particular likes and dislikes. To make a wise choice you must try to find out all you can about the plants you wish to grow, and when you are first starting it is much better to choose the commoner plants which are almost certain to grow well under any conditions. You can leave the others until you have had more experience. Here is a list of flowers and vegetables you can choose from:

*Flower Seeds.*—Zinnias, Sunflower, Shirley Poppies, Morning Glories, French Marigolds, Pot Marigolds, Nasturtiums, Sweet Peas, Sweet Alyssum, Portulacas, Mignonette, Asters, Corn Flowers, Candytuft, Eschscholtzias, Verbenas, Four O'Clocks, Sweet Sultanas, Calliopsis, Nigella.

*Vegetables.*—Radish, Cress, Kale, Lettuce, Onion, Parsnip, Carrot, Salsify, Beets, Turnips, Spinach, Corn, Beans, Peas, Squash, Cabbage, Tomatoes.

When you have become more interested in your garden you will most likely wish to improve it so that it will go on looking better every year. To do this it is a good plan to put in some plants which continue growing from season to season. These are called *Perennials* and they include some of our most beautiful garden plants, such as Larkspurs, Columbines, and Hollyhocks.

It is quite a simple matter to grow these yourself from seed though you will have to be a little more patient in waiting for them to come into flower, than in the case of the *Annuals*. Some of them may bloom a little the first summer, but in the majority of cases you will not get results



till the next season. Seeds of perennials may be planted quite late in the season, but it is better to get them in as early as possible, so that they make a good growth the first year. Choose a sheltered spot in the garden, not too sunny, and plant the seed in rows. The little plants should be shaded in warm weather. When about three inches high they may be shifted to their permanent quarters. They should be protected in winter with a mulch of long straw and manure. Some good perennials to grow are the following: Larkspur, Sweet William, Hollyhocks, Bleeding-Heart, Iris, Foxgloves, Gaillardias, Canterbury Bells, Perennial Sunflowers, Columbines, Forget-Me-Not, Peony, Oriental Poppy, Phlox, Periwinkle.

In preparation for the purchasing of seeds, you should procure seed catalogues from some of our reliable seed firms a month or two before gardening work commences. Study them **carefully**, make your selection and order the best quality of seeds. Send in your order early, for though you may have your seed too early for use, you will be the better enabled to settle your plans and take advantage of an early season of growth.

#### Locating and Laying Out a Garden at Home

Choose a good location for your plot. Do not have it near a building where it would be shaded, or injured by rain dripping from the roof. Do not have it too near a tree where shade or roots might interfere with your plants. Have it, if you can, where it may have a full exposure to the sun, rain, and air. Successful gardening may, however, be carried out in borders along fences, using the fence itself as a support for climbing plants. If the planting is to be done in rows, it will be of advantage to have them running north and south as one row does not, in that case, shade its neighbour.

The size and shape of the beds will depend on the space that may be allowed for them in the family garden. Do not try to work too much ground. A plot four feet wide and ten feet long is recommended as suitable in size and dimensions. This will be large enough for both flowers and vegetables, allowing for a narrow path between them. It may be advisable in some cases to use the larger part of the plot for the vegetables. Or you may be able to get enough land for a larger plot than this; if you think you can look after it properly, do not hesitate to take it; if you plan to sell your products you will need such. In some cases it might be thought best to grow your flowers as a border instead of in a separate plot of your own.

After deciding on the location and size of the beds, measure out the plots very exactly with a yard-stick or other measure, and drive stakes down at the corners. These stakes will be best an inch square and about a foot and a half long. When the bed is all planted they should be driven down so as to show only an inch or two above the ground.

It is a mistake to have narrow paths. Make those about your plots at least a foot and a half wide. If the soil is light or sandy do not have the beds higher than the paths; if the soil is not sandy a little of the earth from the paths might be raked onto the beds to make them a little elevated. But this should not be overdone. In School Gardens the paths should be at least two feet wide between individual plots, and three feet between the rows of plots.

Even in the stifling bosom of the town  
A garden in which nothing thrives  
Has charms that soothe the rich possessor;  
Much consoled that here and there  
Some sprigs of mournful mint  
Grace the spot he cultivates.—*Cowper*.



### Preparation of the Soil

*In the Fall.*—The best time to begin the preparation of the garden soil is in the fall. The ground should be well cleaned of all weeds and rubbish and dug deeply, with manure added if the soil needs enriching. Leave the surface rough and uneven so that the winter weathering may help in killing weed seeds or roots and also work its beneficial changes on the soil particles. Winter's work on the soil is a very important one.

*In the Spring.*—Do not be in too great a hurry to work the soil. If the earth is so wet that it sticks to the spade or holds in a firm lump when a handful is squeezed, it should be left untouched for a few more days of drying. When it crumbles readily under the spading or after pressure in the hand it is mellow enough to make a commencement.

If the garden has been dug in the fall—and it should be—it will likely be easy work to turn it over again in the spring with a spade or digging fork. If it has not had fall preparation this will not be so easy. Dig one foot deep and mix in some well-rotted manure if this has not been done previously. See that the surface of the ground is even, filling up any holes or hollows from the higher portions. To improve a heavy clay soil mix in some sand, leaf mould, or fine manure; this will prevent it baking into a hard cake on the surface. Break all lumps just as fine as possible and remove stones and rubbish.

*Raking.*—Rake the bed until the surface is very fine to a depth of two or three inches. Do not be satisfied with having it "good enough"; have it as fine as it can be made with a rake. The most effective work in preparing the soil is done after many people would say it is ready for planting. Make the soil firm by tapping it down with the rake or tramping over it. Do not sow seed in soil before it has settled or been firmed, nor before the soil is warmed through.

### Planning the Plot and Planting the Seed

Have a clear plan in your mind of your garden that is to be. Discuss it with your parents and also your teacher and classmates. Decide on the width between the rows, the number of rows and the portion of the plot that you intend for flowers. The better you plan, the better your garden should be. Draw a map or plan of it, and follow this in your planting. Be sure to allow plenty of space for the plants—not for the time when they are young, but for the time when they are full grown. Do not be stingy with space.

Remember again that in preparing the seed bed the soil should be firmly consolidated and the rake used until a very fine and even surface is obtained.

Put in the seed according to the instructions given on the seed packets or, what is, perhaps, a safer guide, follow the advice of older local gardeners. Seeds of different sizes require to be planted at different depths. The rule for the depth is to cover seeds to four times their size in diameter. Very fine seed such as Petunia should be scarcely more than covered; stirring the soil about them very lightly is all that is necessary. Plant them in a straight line, using the garden line or a straight-edged board as a guide for marking the drill.

Cover the seed lightly and press the earth over it gently and firmly with your rake. If the soil is heavy—that is, has much clay in it—it will be sufficient to firm the earth over the seed by tapping it with the rake or pressing the planting board on it. If the soil is light—that is, has much sand in it—you will require to press the earth over the seed much more firmly. This is needed to bring the

particles of the soil closely about the seeds so that they may be supplied with moisture needed for their germination.

Mark the line where the seeds are planted with the stakes placed at the ends, so that the weeds can be looked after between the rows of seeds that may be slow in sprouting. It will be advisable to write the name of the seed on the stakes, for it is very easy to forget what you have planted in the rows.

If the ground is very dry, water it heavily the day before planting rather than after the seed is put in; and until the young plants appear do not allow the seed-bed to become dried out. Do not allow a hard cake of soil to form over the seeds, as you can see this would hinder the little plants from pushing their way up into the air. And there are two other ways in which it might work harm; it would prevent the air from getting in about the roots and at the same time allow moisture to get out.

While the seed of such plants as beets, onions, carrots, peas, parsley and spinach may be sown safely as soon as the ground is fit to work, the seed of such tender plants as beans, corn, pumpkin, squash and cucumber should not be sown until the danger of frost is past. The directions on the seed packets or in the seed catalogues will guide you in this matter.

To me the meanest flower that blows can give  
Thoughts that do often lie too deep for tears.  
—Wordsworth.

### Protecting Seedlings

If a spell of hot, dry weather sets in about the time the flower seeds are sprouting, the little plants can be helped greatly by shading. Excessive sunlight is very hard on tender seedlings. The shading is most effectively done by using screens made of thin strips of wood nailed together on a frame. These can easily be made with laths, nailed about three-quarters of an inch apart, to two end strips of wood. The advantage in the use of these screens lies in the fact that no part of the plant comes in contact with the direct rays of sunlight for a sufficiently long period to be scorched or injured, a moving shadow passing over the leaves all the time. At the same time the growing seedlings are not unduly deprived of light and air.

Little flower; but if I could understand  
What you are, root and all, and all in all,  
I should know what God and man is.  
—Tennyson.

### Mulching, Watering, and Cultivating

The garden should be so worked that there will not be much need of watering. This means that you should so treat the soil that it will not lose its water readily by evaporation. You can do this by keeping a mulch on the surface. Twice a week at least and always the morning after rain, stir the surface of the soil between the rows of plants to a depth of an inch or more. Do this with the rake or if sprouting weeds are to be cut, with a hoe. This broken top layer of soil prevents the water below from rising to the surface to be evaporated by the sun's heat. This loose top layer is a mulch. In this way it has been said, "A garden can be watered with a rake"; and it is the best kind of watering for it is a great help in keeping down weeds, besides a saving of water. Do not mulch when the soil is so wet that it works muddy. When, however, the season is dry and the plants are in need of more water than their roots can find for them below the mulch water should be



applied. This should be done in the afternoon or evening, and sufficient should be given to wet the soil to a depth of four inches. The next morning, or as soon as it is dry enough, the soil should be mulched just as after a rain. It is a mistake to water lightly; it is better to apply a generous amount and less frequently. As it is often done, watering does more harm than good. In some cases, such as in growing Sweet Peas, generous and frequent watering may be advisable, but this practice when once started should be continued regularly.

In many cases the mulching may be all the cultivation that is required for the plants. If the soil around the roots of the plants is loose and open, it will not need stirring much. If, however, the soil is not loose and open, it should be frequently stirred with the hoe. This brings air to the roots and enables the plant to breathe freely. This is one of the things that is brought about by cultivating the ground. Plants as well as animals need fresh air for their proper living.

### Thinning and Transplanting

In most cases there will be a greater number of plants springing up from the seed than are needed. If it is desirable to have strong, healthy plants, it is necessary then to remove some of them before they reach a size at which they will hinder the best possible growth of the plants that are to be left. Thin out two or three times, starting when the seedlings are large enough to handle.

It will be best to do this in the evening or on a cloudy day and at a time when the soil is moist; with such conditions the fine rootlets and root hairs of the plants will not be violently disturbed. If the soil is dry it should be well watered some time before the thinning. If the little plants are not to be thrown away do not pull them out roughly but remove them by means of a small, flat, thin stick, an old kitchen knife or a little trowel, lifting them out with a little soil around their roots. They can then be transplanted into another part of the garden or given to friends. Do not hesitate to thin the plants out well and at the final thinning to allow sufficient space for the fullest possible growth of the plants. Remember that successful gardening is measured in quality and not quantity. No overcrowding should be permitted—one excellent plant is more to be desired than two of a poorer quality.

### Picking Flowers

The chief end after which plants strive is to produce seed. When annuals, such as those you are probably growing, have ripened seed, their season's efforts are over. They die down. You can see then that if you prevent them "going to seed" you will keep them from dying down and thus prolong their flowering season. Pick the flowers then every day, and if you have more than you need for your home, bring them to school. And do not forget your neighbours or the sick ones. Flower gifts are tokens of thoughtful friendship and affection.

### Gathering Seed

You can produce your own seed for next year's garden by allowing some of the flowers to go to seed. For this you should set apart the very choicest plants. For in plant life it is true that the most vigorous plants produce the best offspring and you should aim, therefore, to have seed from the best plants. It will be well to tie a piece of coloured yarn or a tag on the plants which you select. Gather the seed before it is so ripe that it will fall and be lost. Clean and dry it thoroughly



and put it away in an envelope on which you record particulars about the plant and the date of collecting.

You will be able also to grow vegetable seed in the one season from some of the vegetables, such as beans, corn, lettuce, radish and spinach. To produce seed of beets or carrots, you will need to plant a root grown the previous season as these are biennials. To produce onion seed you will have to plant the large bulb of the previous year's growth. With the vegetables, as with the flowers, the very best plant should be chosen to produce the seed. As a rule it is better to depend on the seed grown by practical seedsmen rather than on that which the ordinary gardener can grow, but you can find out at least how flower and vegetable seeds are produced.

### Garden Rubbish

Such rubbish as stones, cinders, and chips should be removed entirely, buried deep, or built into an out-of-the-way rockery. Vegetable matter, such as weeds, beet or potato tops, may be got rid of well and profitably by drying and burning; the ashes thus secured will prove a valuable fertilizer. No wood ashes should ever be wasted or sold when the garden needs enriching. Coal ashes, however, have no such use or value.

### Growing Bulbs

*Outdoor Culture of Bulbs.*—Bulbs planted in the fall bloom early before the ordinary plants of the garden come into flower; by this fall planting they are able to have a good system of roots established before winter sets in and be ready for a quick growth of leaf and flower in the spring. You will find the growing of them interesting and their early bloom very acceptable. Should you undertake the work, you will need to arrange for catalogues and bulbs shortly after the opening of school in September.

Tulips, Narcissi (Daffodils), Dutch Hyacinths (not Roman Hyacinths), and Crocuses are the commonest and best; these can be had in a great variety of colours both single and double flowering (Crocuses, however, are only single flowering). On the whole the Tulips will be found most satisfactory, especially for temporary planting. Narcissi and Darwin or Cottage Garden Tulips are better for permanent planting for late flowering in borders or beds. The Hyacinths are somewhat tender and will require covering with three or four inches of loose manure about the middle or end of November; this should be removed in dull, mild weather about the first week in April. Crocuses suit best for edgings or as borders; they are planted only three inches deep and with an inch space between.

Some people like to grow tulips in formal arrangements. Others prefer to have them in clumps about eighteen inches in diameter, scattered amongst other plants in a large border or bed. Plant about the first or second week in October. Put the bulbs four inches under the surface, and with from four to six inches space between. Never put manure near bulbs when planting. If the ground is poor the manure should be dug in below the depth at which the bulbs will be placed. If the ground is of a heavy, clayey nature, sandy loam or leaf mould should be dug in before planting to make the soil lighter.

After the flowers have bloomed pick off all the seed pods. If it is desired to use the bed for summer plants, such as Geraniums, it will be best to lift the Tulips carefully, leaves and all, at the time of setting out the summer plants, and heel them in thickly in a small trench and cover with about four inches of soil in

an out-of-the-way place. Mark the spot with a stake. About the end of July or early in August dig up the bulbs and partially dry them in shallow boxes, outdoors or in a shed; then place them away in a cool, dry shed or cellar until planting time comes again.

Other plants for summer may be grown in the Tulip bed without lifting the Tulips; or seeds of annual flowers such as Phlox Drummondii may be sown; in such cases care will be required not to injure the bulbs when digging or cultivating. The Tulips will come up the next season in the same design if not disturbed, but the summer plants do not succeed so well as they do when the bulbs are dug up as described.

*Indoor Culture of Bulbs.*—If indoor bloom is desired for the winter months, the planting should be done in pots in October or early November. Crocuses are not recommended for pot culture; the other bulbs should give satisfaction. Two or three bulbs of Tulips, Narcissi or Roman Hyacinths may be planted in a four or five inch pot; Dutch Hyacinths, one bulb in a four or five inch pot. Use loamy potting soil or good garden soil; in the latter case mix about one-fifth fine sharp sand with the earth and a little well-rotted barnyard manure. Fill the pot about two-thirds full with earth; set the bulb in the soil with its top about an inch below the top of the pot, then fill the pot loosely with earth level full; press down the soil fairly firm so that the surface of soil will be about half an inch below the top of the pot to hold water and at the same time the top of the bulb will be covered with the soil about half an inch deep. Water well and place the pot in a dark, cool cellar; cover it over with coal ashes, sand or light soil (the last two named are best) to a depth of two inches, so that it will not dry out. In from four to six weeks there should be a good root development which may be judged by examining for roots at the bottom of the pot.

A vigorous root system is the one main thing to secure to enable the plant to produce healthy leaves and foliage, and give good flowering results when it is brought into the light. If the pots are taken out of the sand or covering when well rooted they can be left in the cellar if desired until the top growth is two inches in height. The plant may be brought up then and placed in a window. Keep the soil well moistened but not soddened until they have done flowering. Do not let the soil become dried out; if you do the chances for a satisfactory flowering are greatly lessened. For this work, Narcissi and Roman and Dutch Hyacinths are more satisfactory than Tulips.

Owing to the unnatural growth that the plants have been forced into, the bulbs are not of much further use; their recovery of vigour is tedious and uncertain and they are seldom fit for pot culture the second year.

#### Gardening at School

This work is being carried on now in many schools in Ontario; and, indeed, throughout the civilized world at large, school gardening has become quite common.

There are many things you can do along the lines of gardening at your school. Besides having beds and borders for flowers and vegetables you might, for example, join in making your school grounds and buildings more attractive with shrubs and vines. Or you might arrange for some experimental or observation plots. In these you could, for example, grow samples of different kinds of grains or vegetables and compare them: or you could plant two plots of potatoes and find out what benefits arise from applying manure to one of the plots. For other suggestions for this line of gardening you may apply to the Director of Elementary Agricultural Education, Ontario Agricultural College, Guelph.



### The Ontario Agricultural and Experimental Union

The Experimental Union, as it is usually called, was formed in 1879 for the purpose of encouraging the scientific study of farm crops and farm operations amongst the students of the Ontario Agricultural College.

While actual membership has been restricted to students, ex-students, and teachers of the College, it offers every one the opportunity of taking part in its co-operative experiments. Up to the end of 1911 over 70,000 experiments were carried on by its members and associates in the Province of Ontario in different lines of work relating to Agriculture—Farm Crops, Fertilizers, Poultry, Fruits, Vegetables, and Forestry. This has helped very much in advancing the chief industry of the Province.

A *School's Division* of this Union was organized in 1909. It aims to adapt the work of the Union to the needs of the schools, giving to our boys and girls a training in careful work and observation, so that when they are older they may take up some of the larger experiments or solve for themselves the problems that will arise in their daily work. By such means as these the Province of Ontario may come much nearer to attaining its possibilities in the development of its agricultural resources. If you would like to take up some branch of the work at your school write to the Director at the Ontario Agricultural College. You will be able to secure such seeds, bulbs, forest tree seedlings, shrubs and vines as may be required at your school.

To be a good member of the Union implies—

1. That you will learn to look forward and plan your work.
2. That you will follow instructions carefully.
3. That you will do your work well and not neglect it.
4. That you will observe closely what is happening to the plants in your garden; that every day you will learn a little more and become a little wiser and a little more patient.
5. That you will grow the very best flowers and the very best vegetables that can be grown in your garden, and the very best grain in your experimental plots, and that you will not be satisfied with anything but the best.
6. That you will be interested in your schoolmate's efforts, ready to help him and ready to acknowledge his helpfulness to you.

### Help from the Agricultural College

Under the Department of Agriculture the Ontario Agricultural College, Guelph—called sometimes, *The Farmers' University*—is supported by the Province for the purpose of helping her citizens in the many problems connected with the cultivation of the land, the production of crops and the raising of farm animals. Most of the free bulletins published by the Ontario Department of Agriculture deal with these matters, and some of them may be found helpful to pupils in the schools—especially where gardening studies are carried out: No. 158, Insects and Fungous Diseases Affecting Fruit Trees; 171, Insects and Fungous Diseases Affecting Vegetables; 173, Birds of Ontario; 179, Fruits Recommended for Ontario Planters; 187, The Codling Moth; 188, The Weeds of Ontario.

The schools of the Province and the pupils in the schools are invited to make use of the College whenever in their garden work they meet difficulties requiring outside help. The bulletins will be sent upon application.

Correspondence in this connection should be addressed to the Nature Study Department.



### Books and Magazines

You may wish to read further about gardening work. If you do you may be able to secure some of the following good works for your own or the school library.

Manual of Gardening, Bailey .....	\$2 00
Flowers and How to Grow Them, Rexford .....	50
Vegetable Gardening, Green .....	1 00
Principles of Fruit Growing, Bailey .....	1 00

The Canadian Horticulturist, published at Peterborough, Ontario, 60 cents per annum, will be found very instructive; it is published monthly.

NOTE.—Additional copies of this circular will be supplied to schools free, for the use of the upper classes, on the application of teachers. In applying, give the number of the school, the township and the county.

Address the *Director of Elementary Agricultural Education, Ontario Agricultural College, Guelph.*

February, 1912.

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## NORMAL TEACHERS' TRAINING COURSES IN ELEMENTARY AGRICULTURE AND HORTICULTURE AND ELEMENTARY MANUAL TRAINING AT THE ONTARIO AGRICULTURAL COLLEGE, GUELPH

(Circular No. 13B)

**Ten Weeks' Spring Term, April 20th to June 27th**

### Faculty of Instruction

The instruction given will be under the supervision of the President and with the assistance of the heads of the College Departments.

Arrangements will be made for special lectures by others interested in matters concerning country life and the industrial phases of education.

### Regulations and Instructions

These courses are arranged for Grade A students of the Normal Schools who are successful in passing the April Examinations.

Only one course can be taken by a student.

No fees are charged for the course. A contingency charge of \$1.00 is payable at registration covering cost of keys, etc. This is returned at the close of the term, less any charges for losses or breakages.

Students are, however, required to furnish their own working materials for art-work, plant collecting, etc.; and to pay for laboratory breakages. They should come prepared to purchase all necessary equipment for the work at the commencement of the course. This will cost two or three dollars and may be bought at Guelph.

The Department of Education will pay the railway travelling expenses of the teachers-in-training, and will also provide board and lodging free at the College Residence.

The College Boys' Residence is being vacated for the use of lady teachers. No boarding accommodation will be supplied at the College for gentlemen, but special boarding houses have been selected for their accommodation and all information in regard to these may be secured at the President's Office at the time of registration.

Applicants for the course are required to pledge themselves to three years' service in teaching in Ontario Schools (see form of application). Applications for admission are to be handed to the Principal of the Normal School not later than March 21st, 1912.

Good health is required for admission. Students showing signs of tubercular or nervous trouble, will be asked to retire. The work to be undertaken requires that students should be in the very best of health, and not afraid of work. No one should enter with the expectation of recruiting her health or amusing herself; only strong and serious minded students are desired.

#### Rules for Residence

1. The occupants of rooms are responsible for the furniture, beds, and all other articles placed at their disposal, and are required to pay for all breakages of or damages to any such articles.

2. Residents may not invite relatives or friends to stay over night or to take meals in the dining-room.

3. Residents shall not at any time, for any purpose whatever, take glasses, spoons, or other articles from the dining-room.

4. Each student is required to remain in her room and work quietly during study hours.

5. The bell will ring for study at 8 p.m. and again at 10 p.m. Students are not permitted to leave the residence after study hours.

6. Lights will be out at 10.30 p.m. Each student is required to be in her room and perfect quietness must be observed in residence after this hour.

7. Punctuality at meals is required, and grace will be said five minutes after the bell rings, when each student is expected to be in her place.

8. Any student too ill to go to the dining-room must send in report to the Resident Mistress.

9. Students expecting to be out to tea must report to the Resident Mistress at noon, and on return.

10. Students are required to make their beds and leave their rooms tidy before going to lectures at 8.30 a.m.

11. Students cannot be permitted to go home or to go visiting on holidays or Sundays.

*Residents of the College should be able and willing to control themselves. The President desires to permit as much freedom as possible, but it will be recognized that the occupants of so large a building must exercise a large measure of self-restraint in order to live and work together comfortably. The students must, therefore, agree to observe the rules. Any student whose work or conduct is unsatisfactory will be refused a certificate and asked to retire.*

#### Instructions to Teachers Entering Training Course at Ontario Agricultural College, April 20th, 1912

*Formal application for admission to the courses at Guelph should be made to the Principals of the Normal Schools not later than March 21st.*

Teachers should arrange to reach Guelph on Friday, April 19th; classes will be organized on Saturday morning.

A *Standard Railway Certificate* should be secured from the ticket agent on purchase of Single First-Class ticket to Guelph. On arrival in Guelph these Certificates should be deposited with Prof. McCready at the first opportunity. At the close of the term return tickets will be issued at One-Third of First-Class rate plus 25 cents for viséing the certificate. A teacher will be allowed, for travelling expenses, one and a third times the first-class railway rate from the Normal School (or her home, if this is farther away), plus the viséing charge. Charges for sleepers, meals, and baggage transfers will not be allowed.

On arrival at Guelph teachers will please take first trolley car to the College, reporting at the President's Office. Arrangements can be made there for bringing up their luggage, but teachers will meet the charges for this. Teachers arriving on late trains should take a cab to the college; the charge is 50c.

*Personal Equipment.* As a considerable part of the work is taken out-doors in field, forest, and garden, lady teachers should provide themselves with stout boots, short walking skirts, outing hats, old gloves, etc. Science books, field glasses, magnifying glassess, drawing equipment, etc., will be found useful.

*Science Equipment.* All such supplies as mounting paper, insect boxes, etc., will be provided teachers at cost, which will amount to two or three dollars.

*Rooms.* Two ladies will be assigned to each room, each lady being at liberty to designate her room-mate.

Each bedroom is furnished with two beds, tables, chairs, mattresses, blankets, and counterpanes for the two occupants, and with a bureau, washstand, and the necessary bedroom china.

Each teacher is expected to provide her own table napkins, napkin ring, medicine spoon or glass, toilet soap, towels, pillows, pillow covers, sheets, and laundry bag. Each should bring at least:—

4 ordinary towels, 2 bath towels, 4 sheets, about 60 x 90 inches, 4 table napkins, 1 laundry bag, 1 pillow, 2 pillow covers. These should be plainly marked.

Teachers are permitted to bring rugs, pictures, etc., but are not allowed to drive tacks or nails into the walls, woodwork, or floor.

The College laundry cares for the teachers' bedroom linen and table napkins. Personal laundry must be done at city laundries.

Teachers taking these courses must enter into an agreement with the Department of Education, a copy of which is given below:

**Form of Teacher's Contract with the Department**

In consideration of my having received a free course of instruction at the Ontario Agricultural College in .....  
(Elementary Agriculture and Horticulture)  
(Elementary Manual Training)

I hereby agree (health permitting) to teach in the Public or Separate Schools of Ontario for a period of three years, and to give instruction, as far as circumstances permit, along the lines of my special training. In case of my failure to fulfil any part of this agreement I undertake to reimburse the Department of Education for the expense incurred in this course to the extent of \$15.00 for each year of the contract unfulfilled, and proportionally for any fraction of a year.

.....  
Teacher.  
.....  
Witness.

Dated at .....  
.....day of....., 191 .



## I. Elementary Agriculture and Horticulture

Director: Prof. S. B. McCready

### Character of the Course

The object of this course is to train teachers in subjects directly bearing on the problems of agriculture and the work of school gardening.

The instruction will be given in lecture room, laboratory, workshop, garden, and field. The theory and demonstration of the lecture and laboratory will illustrate the out-of-door practice; it will be elementary in character, the needs of pupils in the rural school being kept always in view. Most of the instruction will be of a practical nature and much of it will be given out-of-doors. There will be a relatively small amount of time given to book work.

The whole College equipment of garden and orchard, farm and experimental plots, stables, workshops, museums, campus, greenhouses, laboratories, forest nurseries, experimental wood lot, and dairy and poultry farms will be at the service of students for observation.

The course is for teachers who have to deal with Public School pupils and not for students preparing to become experts in the Science of Agriculture. The subjects will be taken up from this viewpoint.

*Special attention will be given to the subjects of School Gardening, Botany, Horticulture, Field Husbandry, Physics, and Entomology.*

### Time Table

The following weekly time table shows the probable allotment of time for each subject:

—	Monday	Tuesday	Wednesday	Thursday	Friday
8.30 to 9.30.	Opening Exercises, Class Discussions, Review Work				
9.30-10.45..	Physics	Entomology	Physics	Entomology	Experimental Botany
10.45-12.00..	Chemistry	Botany	Field Husbandry	Botany	School Gardening methods
2.00-3.15 ...	Field Husbandry	Fruit, Vegetable or Landscape Gardening	English	Field Work in Botany and Entomology	Visits to local Industries or Field work in Physics or Orchard
3.15-4.30 ..	Botany	Floriculture	Library, Reading, etc.	do	do

### Certificate

A certificate in Elementary Agriculture and Horticulture will be granted to those students whose work, as represented by regular attendance, garden practice, individual experiments, laboratory work, collections, written records and final

examinations, shows satisfactory progress and ability to carry out this work in the schools.

Students whose work or conduct is unsatisfactory will be asked to retire.

### Course of Study

#### Farm Life and Allied Industries

Lectures will be given by Institute lecturers and others working for the improvement of conditions in the country—in school, home, and farm. Discussion will be held as to how the school and teacher can help towards an improvement. In this connection visits will be paid to country schools; students will also be made acquainted with the Government publications and educational organizations.

Visits will be made also to local industries in Guelph to learn how urban activities are inter-related with those of the farm. (About four afternoons.)

#### Nature Study Literature

Nature Literature: the interpretation of Nature by the greatest writers; Nature Literature in Ontario readers; Canadian authors. Scientific writings and Nature Literature compared. School libraries; selections for rural schools. Home libraries; reading in the country home.

#### School Gardening

Brief sketch of the development of school gardening in Canada and abroad; its aims as a school study; laying out of a garden; individual plots; class plots; teachers' plots, experimental plots; forestry plots; borders, keeping of tools, home gardens; keeping of garden records; observations in gardens at Marden School and Macdonald Consolidated School; school exhibits (10 lessons).

Each student will be provided with a garden for practice and observation; she will visit it every day and keep records of her work and observations in a garden journal. After the gardens are planted the work in them will be carried on without special provision on the time table; in most cases the evenings will be found the most suitable time for this.

#### Botany

(50 lessons)

1. *Economic plants*: Examination, description, and classification of common garden, field, and forest plants.

2. *Forest Botany*: Identification of our forest trees; planting seed-beds in school gardens; work in College nursery and in the experimental bush; collection of weeds, etc.

3. *Weeds*: Provincial Laws, Seed Control Act. Study and identification of the seeds of common weeds. Collection.

4. *Plant Diseases*: Study and identification of common fruit, vegetable and grain diseases; laws regarding Barberry, Black Knot, etc.; application of preventives and remedies. Collection.

5. *Experimental*: Students will be assigned simple experiments in plant physiology from the subjects listed below. These experiments they will demonstrate before the class:

(a) *The Seed*: Testing the vitality; determining the condition necessary for germination; how the seedling becomes established.

(b) *The Root*: How roots grow, their function; how they absorb food and water; proof of their using air and giving out carbon dioxide; quantity of water absorbed.

(c) *The Leaf*: The function of leaves, control and measure of transpiration; respiration; starch formation; behaviour in light and darkness.

(d) *The Stem and Buds*: Forms, structures and functions of stem and buds; influence of temperature, moisture and light on growth; how the sap circulates.

(e) *The Flower and Fruit*: The functions of the parts of flowers; causes controlling the opening and closing of flowers; pollination; formation of fruits; devices for protecting and disseminating seeds; cross fertilization; plant breeding in experimental plots.

### Horticulture

(25 lessons)

1. *Fruit-growing* (8 lessons): Development, importance, needs, and outlook for the fruit industry; Governmental interest and action regarding shipping, marking, cold-storage, fumigation of nursery stock; experimental stations; co-operation in shipping; adaptation of various fruits to school garden work; arrangement and planting of the same; nursery practice in the propagation of trees and plants; principles of orchard management; pruning; spraying; cultivation.

2. *Vegetable Gardening* (4 lessons): Choice of vegetables for school gardening; preparation of soils; testing and planting of seeds; general care and cultivation; preparation and use of hot-beds and cold-frames; use of tools and implements.

3. *Landscape Gardening* (4 lessons): The principles of landscape gardening in relation to the laying out and beautifying of school and home grounds, including a practical study of the trees, shrubs and ornamental features on the College campus and neighbouring school and home grounds.

4. *Floriculture* (9 lessons): Propagation and care of house and window plants; preparation of potting soils, bulb culture; making and planting of flower beds, annual and perennial borders.

### Field Husbandry

(20 lessons)

Importance of field crops in the national economy; systems of farming; rotation of crops; fertility of soil; cultivation of the land; classes of farm crops; uses of farm crops; varieties of farm crops; selection of plants; selection of seeds; improvements of crops by means of selection and hybridization; practical tests in connection with Experimental Union; study of work being done in experiments with farm crops in Canada and in the United States.

Examination of field crops on neighbouring farms; the work on the experimental plots; farm crops in the school garden; the agricultural museum; laboratory study of the root development of farm crops and of types of seeds of grains, grasses, clovers, roots and fodder crops.

### Soil Physics

(30 lessons)

Applications of physics in farming: nature of soils, soil moisture, heat and air; principles of tillage and systems of drainage and cultivation; measurements of fields with the chain; identification of samples of soils; principles of common farm machines; meteorological records.



### Entomology

(30 lessons)

Losses through insects in agriculture and horticulture; Governmental interest; classification of insects and laboratory study of types; common, beneficial and noxious insects; out-of-door study and collecting in field, garden, orchard and forest; insecticides; a collection of insects properly mounted and labelled is required. Work of the Entomological Society of Ontario and the organization of local clubs in connection with it.

### Soil Chemistry

(10 lessons)

Agricultural Chemistry: Plant growth and composition, soils, manures and fertilizers.

### Bacteriology

(5 lessons)

Lectures and demonstrations exemplifying the work of bacteria in soil, dairying, plant diseases. An experiment on soil inoculation in the school garden.

## II. Elementary Manual Training

Director: Prof. Evans

### Character of the Course

The object of the course is by supplementing the work already taken up, to prepare a body of teachers for organization and carrying on Elementary Manual Training in the schools of the Province, in centres which are unable to provide well equipped manual training departments.

*In the working out of the course, great stress is laid on Drawing. "Every workman should for the most part be able to conceive clearly and accurately in his own mind the shape of everything he may have to make or to work with. This makes it the first condition of skill that he should master shape in his own mind and that mastery requires him to be a geometer."*

The work outlined below is not completely covered in the ten weeks' term. The examples and exercises selected will, however, illustrate general principles and lay sufficient foundations for working out practical courses in the different schools of the Province. It should be understood that an ordinary or Specialist's certificate in Manual Training cannot be obtained in this course; but the work done during the session will be counted *pro tanto*.

The work will be taken at the Manual Training Department of the Ontario Agricultural College. This is located in Machinery Hall, which is equipped with class-rooms, a drafting room, a wood-working room, an art room, and all necessary tools and appliances.

Visits will be made to local schools to study equipment, organization, etc., and to local industries to observe processes.

Students are required to provide their own equipment for art and drawing (this may be bought in Guelph). They should bring with them any outfit they already possess, as well as any books dealing with the subjects of the course. Materials used in the work will be provided at cost.

Teachers are requested to bring as far as possible the work in drawing, art basketry, etc., which they completed at the Normal Schools, so that the work in each branch may not be duplicated.

### Certificates

A certificate in Elementary Manual Training will be granted to those students who complete the course satisfactorily and give evidence of ability to carry on this work successfully in the schools. The daily record of class work under the observation of the instructors, as well as the results obtained at the final examinations, will both be taken into consideration.

Students whose work or conduct is unsatisfactory will be asked to retire.

### Time=Table

The following time-table shows the profitable allotment of time for each subject, provided the organization of the classes will permit it:

—	Monday	Tuesday	Wednesday	Thursday	Friday
8.30 to 10.15.	Drawing	Drawing	Drawing	Drawing	Drawing
10.15 to 12	Constructive Work	Constructive Work	Constructive Work	Drawing	Pedagogics, Methods, Planning Lessons, etc.
2.00 to 4.30	Woodwork	Woodwork	Woodwork	Woodwork	Visits to Local Industries

### Course of Study

#### Pedagogics, Etc.

(15 hours)

(a) Manual Training as a factor in general education; (b) Sketch of the various systems, Russian, Swedish, Sloyd, etc.; (c) Progress of Manual Training in Canada; (d) Methods of teaching, plans of courses and lessons; organization, equipment, plans, estimates of cost, etc.; (e) Lectures dealing with industrial questions and the means of improving our opportunities; (f) Visits to local industries and consideration of industrial development in Canada.

#### Drawing, Applied Art and Design

Emphasis will be laid on the practical application of drawing to the industries.

*Drawing:* (a) The use of squares, triangles and instruments; (b) Plane geometry, practical problems, lines, angles and polygons; (c) Construction and use of plain scales; (d) Orthographic projections of solids—three or more views; (e) Cutting and oblique planes and sections; (f) Isometric projection; (g) Working drawing; (h) Machine drawing; (i) Tracing—blue printing.

*Applied Art and Design:* Observation of these in local manufactures and in common decorated objects, such as wall paper, carpets, furniture, cloths, jewelry, iron and brasswork; practical applications in everything undertaken in the constructive work.

#### Wood=Working

(a) Bench exercises in making articles requiring joints, mortises, fastenings with dowels, pins, cleats, keys, wedges, glue, screws and nails, etc.; (b) Calcula-

tion of the quantity of lumber necessary for making the articles and estimation of cost; (c) Tools (5 lessons), their construction, care, use and sharpening; (d) Analysis of the action of cutting tools, cutting angles, etc.

*Finishing* (2 lessons): (a) Staining, fuming, filling, shellacing; (b) Oil and wax polishing; (c) Pigments, priming, coats; (d) Oils, driers, brushes; (e) Painting and glazing.

*Forestry and Lumber* (4 lessons): (a) Forest preservation—propagation, time of cutting, pruning; (b) Trees—classes, structure, growth, seasoning, shrinking and warping; (c) Properties of woods—durability, elasticity, stiffness, density; (d) Varieties of common woods—peculiarities of each, colour, grain, identification; (e) Defects in lumber—resin pockets, knots, shakes; (f) Decay and its causes—preservation; (g) Lumbering—transportation, sawmills, grading widths.

#### Constructive Work

(a) Cardboard work—thin and thick boards (20 hours); (b) Modelling—clay, sand and papier-maché (10 hours); (c) Simple bookbinding (10 hours); (d) Simple metal work (15 hours); (e) Knife work, such as can be carried on in the ordinary class room at the school desk (10 hours).

#### Departmental Regulations

*For the Regulations relating to Elementary Agriculture and Horticulture, Manual Training, and Household Science, apply to the Deputy Minister of Education, Toronto.*

February, 1912.

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## SUMMER SCHOOL FOR TEACHERS AT THE ONTARIO AGRICULTURAL COLLEGE

(Circular 13C)

### Five Weeks' Term, July 2nd to August 2nd

#### Railway Arrangements

**NOTE.**—Arrangements will be made with the Railway Passenger Association allowing a round trip rate of a fare and a third. Students must get a standard certificate from their local agent at the time of purchasing a single fare ticket to Guelph; the return ticket will then be issued at one-third rate, provided fifty teachers are in attendance. Every teacher should get the certificate and help to make up the required number.

#### Terms and Courses

The term will be for five weeks, commencing Tuesday, July 2nd, and closing Friday, August 2nd. Teachers will be enrolled on Tuesday afternoon, and work will commence on Wednesday morning.

Instruction will be given in four courses, and students may select any one of these; no student will be permitted to take more than one course.

1. Nature Study.
2. Elementary Agriculture and Horticulture.
3. Art and Constructive Work.
4. Woodworking and Mechanical Drawing.



### **Fees, Supplies, Etc.**

No fee is charged teachers resident in Ontario. Non-resident teachers are charged a fee of Ten Dollars, payable at the opening of the term.

Students are required to furnish their own working materials for art, plant collecting, etc. Any materials supplied by the College to the students and retained by them, are furnished at cost price. Students will be required to pay for laboratory breakages.

The Summer School for Teachers is not a school for recreation through sport and pastimes, but a school for recreative work. While the work will be made as enjoyable and untrammelled as possible, none but earnest, diligent students are desired.

### **Faculty of Instruction**

The instruction given will be under the supervision of the President and the direction of the heads of the College Departments.

Arrangements will be made for special lectures by others interested in matters concerning country life and the industrial phases of education.

## **SYLLABUS OF STUDY**

### **I. Nature Study**

#### **Method of Instruction**

The material that lies nearest to hand about the College will be used largely in the instruction. The first day of the course will be spent in making a general survey of the College and farm. Only occasionally will it be necessary to leave the College grounds to prosecute studies.

Students will be instructed in making collections of weed seeds, grasses, leaves of trees, insects, etc. Material for this work will be provided by the students themselves or supplied at cost price at the College.

In general, the mornings will be devoted to work indoors, and the afternoons to work in the fields and woods. When weather will not permit of field work, laboratory exercises will be substituted. Saturdays will be for all-day excursions, or reviewing and arranging the week's work. Such students as wish to spend their time in independent work along special lines will be encouraged to do so and given every possible assistance; students of previous classes especially will be helped in such work. Students will keep careful records of all their work.

#### **Equipment**

Students should bring field or opera glasses, pocket knives, pocket magnifying glasses, and any books which they possess and have found useful. As a considerable part of the work is taken in fields, gardens, and woods, women students should also provide themselves with stout boots, walking skirt, handy cap, garden gloves, etc.

#### **Course of Study**

In the Nature Study course, the chief object will be to make students acquainted with the common objects about them with a view of teaching the children in the schools. The best methods of teaching will be taken up concurrently with the instruction.

### Examinations

At the close of the term, simple, practical examinations will be held to test the students' ability to recognize the common birds, insects, trees, weeds, garden plants, etc. The character of the work done in gardening, recording observations, etc., will be considered in determining the claim to a certificate. Students who neglect their work or who do not use their time and opportunities to the best advantage, will not be recommended for certificates.

The work will necessarily overlap in many subjects with the course in Agriculture, and must be taken as the first course leading to the certificate in Elementary Agriculture and Horticulture. Teachers in town or city graded schools will find their needs best met in this course. Lesson periods are as a rule either a whole forenoon or afternoon, or half that length of time.

**NOTE.**—For the regulations regarding the courses in the Public and Separate Schools in Agriculture and Horticulture, Manual Training and Household Science, and the special grants therefor, apply to the Deputy Minister of Education, Toronto.

### Plant Studies

*School Gardening* (1 lesson): Planning and keeping of garden plots (each student will prepare and care for a plot); keeping of garden records; studies of growth in different plants; garden weeds. After the garden is planted each teacher's gardening is carried on independently. She will visit her garden daily to attend to the necessary work and make observations on the plant growth; in previous classes this has been done as a rule in the evening or early morning.

*Horticulture* (4 lessons): Visits to the College orchards, small fruit gardens, vegetable gardens, and flower gardens, to learn of the best varieties of cultivated plants, methods of cultivation, spraying, pruning, etc.

*Plant Propagation* (8 lessons): Practical lessons on the propagation of plants by cuttings, the propagation of bulbs, potting, and the general care of house plants. (Students will be permitted to take the plants, which they propagate, to their homes.)

*Botany* (12 lessons): Collection, examination, and identification of common plants, such as: (1) weeds of the fields, gardens, lawns, and roadsides; (2) common diseases of grains, vegetables, and fruits; (3) grasses and cultivated farm crops; (4) flowering plants in gardens. Observation of College woods and campus to learn the characters and names of our common trees; visits to the forest nurseries to learn how trees are propagated; observation plots of tree seedlings in the school gardens.

Collection and study of common weed seeds.

Simple physiological experiments with plants in garden or laboratory.

Recognition of plant societies on excursions.

### Animal Studies

*Insects* (4 lessons): Collection, examination, and identification of common insects found in the gardens, orchards, fields, and woods; instruction regarding the treatment of insect pests.

*Pond Life*: Collection of animal life from streams and ponds; observation of snails, clams, crayfish, fish, tadpoles, etc., in aquaria.

*Birds* (4 lessons): Identification of birds observed on excursions or about the College, and studies of skins and mounted specimens in the museum, to become acquainted with the common birds of Ontario.



*Farm Animals* (12 lessons): Observation of the kinds of horses, cows, sheep, and pigs kept on the farm; their characteristics, uses and care. Visits to poultry Department to learn about the varieties and care of domesticated birds.

### Physical Nature

*Physiography*: Observation and recognition of earth forms, the work of streams, etc., to be seen on excursions; study of soils, rocks, gravel pits, and quarries.

*Meteorology*: Observation of weather; keeping weather records; study of weather maps; making weather charts.

*Astronomy* (4 lessons): Talks on elementary astronomy; "star-gazes" to learn the best known constellations and stars; interpretation of star-maps.

## II. Elementary Agriculture and Horticulture

### Course of Study

The object of this course is to give teachers a training in the elementary scientific principles and practices of modern farming, so that the country or village school may adequately sympathize with and direct the life-interests of country boys and girls.

The course is for teachers who have to deal with Public School pupils and not for students preparing to become experts in the Science of Agriculture. The subjects will be taken up from this view-point.

*School Gardening*: The work of the Nature Study Course reviewed and continued. Second year students will help in the supervising of the gardening carried on by the first year students, and also take over the gardens commenced by the spring classes.

*Botany* (8 lessons): The work of the Nature Study course reviewed and continued. Simple experiments in plant physiology.

*Field Husbandry* (8 lessons): Importance of field crops in the national economy; systems of farming; rotation of crops; fertility of soil; cultivation of the land; classes of farm crops; uses of farm crops; varieties of farm crops; selection of plants; selection of seeds; improvements of crops by means of selection and hybridization; practical tests in connection with Experimental Union; study of work being done in experiments with farm crops in Canada and in the United States.

Examination of field crops on neighbouring farms; the work on the experimental plots; farm crops in the school garden; the agricultural museum; grains, grasses, clovers, roots and fodder crops; laboratory study of the root development of farm crops; types of seeds of common farm crops.

*Physics* (8 lessons): Application of physics in farming; nature of soils, soil moisture, heat and air; principles of tillage, and systems of drainage and cultivation; identification of samples of soils; meteorological records.

*Agricultural Chemistry* (8 lessons): Plant growth and composition, soils; manures and fertilizers.

*Bacteriology* (4 lessons): Lessons and demonstrations exemplifying the work of bacteria in soil, dairying, plant and animal diseases; an experiment on soil inoculation in the school garden.

*Entomology* (8 lessons): The work of the Nature Study Course reviewed and continued.

Losses through insects in agriculture and horticulture; classification of insects and laboratory study of types; common beneficial and noxious insects; out-



of-door study and collecting in field, garden, orchard, and forest; insecticides; further collection of insects properly mounted and labelled is required; work of the Entomological Society of Ontario and organization of local clubs in connection with it.

### Certificates

To students who complete satisfactorily two Summer Courses and a Winter Reading Course a Certificate in Elementary Agriculture and Horticulture will be issued by the Department of Education. The course in Nature Study should be taken first, preparatory to the second summer's course in Agriculture and Horticulture. Synopses of books read in the Winter's Reading Course shall be handed in at the opening of the term.

### Elementary Manual Training

The work in Elementary Manual Training consists of two courses: I, Art and Constructive Work, and II, Woodworking and Mechanical Drawing. Only one of these may be taken at a session. Students who expect to attend two sessions are advised to take Course I first, as a preparation for Course II. Teachers of the higher grades will find Course II more suitable for them. The instruction will, as far as possible, follow the departmental course of study outlined for Public Schools. The courses will be taken up at the Manual Training Building, which is equipped with drafting, art, and woodworking rooms, as well as with all necessary tools and appliances. The best methods of teaching will be taken up concurrently with the instruction, and as much of each subject will be covered as time will allow.

## III. Art and Constructive Work

### Equipment

Students should bring with them any good manuals that they may have on the subjects of the course. The working outfit will include tracing paper, carbon paper, drawing paper (unglazed), Reeve's Water Colours No. 50A, crayons, charcoal sticks, Japanese brushes and a water cup. These supplies may be purchased **from** the dealers in Guelph. For material furnished by the College, the students are charged the cost price.

### Art

*Art work:* Blob, black and white, flat washes in colour, colour harmonies, colour schemes; drawing of plants, flowers, and insects.

*Firm Point:* Types of lines; line practice, showing function of line in expressing principles of growth and structure; the means of producing the effect of flat or graduated tints by close and open series of lines, horizontal, vertical, diagonal, etc., etc.; exercises in simple freehand perspective.

*Sketching:* Representation of simple landscapes in pencil, crayon, and brush.

*Applied Art and Design:* Practical applications in everything undertaken in the constructive work.

### Constructive Work

*Cardboard Work:* Thin and thick boards.

*Modelling in clay.*

*Knife Work:* Such as can be carried on in the ordinary class room at the school desk.

### Industries

Visits will be paid to local industries to see modern industrial equipment and organization in operation and to learn how fundamental the Art and Constructive work of the school is, *e.g.*, carpet mills, paper box factory, piano factory.

## IV. Woodworking and Mechanical Drawing

### Equipment

Students should supply themselves with a set of good drawing instruments and a set of drawing pencils ranging in hardness from HHH to HHHHH. For material provided by the College, students are charged cost prices.

### Woodworking

*Bench Work:* Exercises in making articles requiring joints, mortises, fastenings with dowels, pins, cleats, keys, wedges, glue, screws, and nails.

*Estimates of Cost:* Calculations of the quantity of lumber required for the articles and the cost.

*Tools:* Their construction, use, care, and sharpening; analysis of the action of cutting tools, cutting angles, etc.

*Finishing:* Staining, fuming, filling, shellacing, oiling, etc., as required in finishing the articles made.

*Forestry and Lumber:* Observation and consideration of the properties of the lumbers used, their defects, their preparation in the mills, care, etc.

### Mechanical Drawing

The drawing will be closely related to the Woodworking. Every exercise will be worked out on paper before the practical work at the bench is commenced.

In the working out of the course great stress is laid on Drawing. "Every workman should for the most part be able to conceive clearly and accurately in his own mind the shape of everything he may have to make or to work with. This makes it the first condition of skill that he should master shape in his own mind, and that mastery requires him to be a geometer."

In the preparation of the working drawings the following branches of the subject will be practised:

(a) The use of squares, triangles, and instruments; (b) Plane geometry—practical problems, lines, angles and polygons; (c) Construction and use of plain scales; (d) Orthographic projections of solids—three or more views; (e) Cutting and oblique planes and sections; (f) Isometric projection; (g) working drawing; (h) Machine drawing; (i) Tracing—blue printing.

### Macdonald Hall and College Residence

The College authorities have made arrangements to throw Macdonald Hall and the Main Building of the College open for the use of the teachers while in attendance at the Summer School. The Hall will accommodate one hundred and ten ladies, and rooms will be reserved in the order in which applications are received. The College Residence will accommodate about two hundred.

Board and room will be provided for the session, July 2nd to August 2nd, for twenty dollars. In order to prevent reservations being made for teachers who are not sure of attending, a deposit of five dollars must be made with the applica-

tion. This will go towards the payment of board and will be refunded on proof of illness or other serious cause preventing attendance.

Each teacher will be expected to provide his or her own napkin ring, medicine spoon or glass, toilet soap, towels, pillows, pillow covers, sheets, and laundry bag. Each should bring at least 4 ordinary towels, 2 bath towels, 4 sheets, at least 60 in. x 90 in.; 1 pillow, 2 pillow covers, 1 laundry bag; these should be marked plainly with ink.

Towels, sheets, and pillow-cases are laundered free, but all students are responsible for their own personal laundry. The Hall laundry room will be open at certain times each week for the convenience of lady teachers who may wish to wash and iron small things for themselves. In the other residence, personal laundry will have to be sent to the city laundries.

### Regulations in Residence

(1) Teachers in the two Residences will be expected to submit to certain restrictions in intercourse necessary to securing satisfactory work and rest for the students; any breaches of such will necessitate the withdrawal of the persons concerned. *It must be remembered that the College opens its Residences to students desiring to advance their studies and not to those looking for the recreation of a summer resort.*

(2) Good health is a requisite for admission. Students showing signs of tubercular or nervous troubles will be asked to retire.

(3) A disposition of cheerfulness and helpfulness is essential. Students who cannot help in promoting this will be asked to seek accommodation elsewhere.

(4) Students are required to make good all breakages or damage to furniture, etc., used by them.

(5) Simple rules regarding conduct in Residence, time of meals, study hours, etc., will be drawn up on consultation with the students when they arrive.

### General Information

Classes will organize on Tuesday, July 2nd.

The Residences will not be open until Tuesday, July 2nd. They will close Saturday, August 3rd.

Certificates of attendance will be issued to those who show satisfactory application and proficiency.

No fee is charged Ontario teachers. Non-residents will pay ten dollars.

For those who do not wish to live in residence, comfortable boarding houses can be secured in the city of Guelph or near the College at from \$4.00 to \$5.00 a week. Street cars connect the city with the College.

Teachers will make their own arrangements for having their luggage brought from the depot; they may, if they see fit, bring their checks to the Hall or College Residence and there arrange among themselves for its transportation. Students who arrive later than Tuesday morning should take a cab to the College. The fare is 50 cents.

All applications should be made to G. C. Creelman, President.

March, 1912.



## LESSONS IN AGRICULTURE

## A School Experiment on Alfalfa and Lucerne

(Circular 13D, a supplement to No. 1 School Chart 13D.)  
(Condensed)

*The Place of Alfalfa in Ontario Agriculture.*—There are many indications that the growing of alfalfa in Ontario will increase greatly in the near future. It has already won much favour in many parts of the Province. During the past forty years it has been gradually establishing itself in Welland, Lambton, Lincoln, Haldimand and other counties in the Western Peninsula. In 1871 Mr. Bethel, a farmer, near Thorold, in Welland County, secured two pounds of seed from Lorraine, France; the offspring of this seed is now represented in many of the alfalfa fields in the Niagara Peninsula. In other places in the eastern and central counties its cultivation has been spreading as well, so that it is now known that it can be grown generally throughout the Province.

While there may be difficulties in securing a *catch* or extra care required in making the hay, these are more than balanced by the permanency of the plant, the high feeding value of the hay, and the abundance of green fodder available when pastures are poor; it is often spoken of as the farmer's "best mortgage lifter." All kinds of farm stock relish it, not omitting poultry. Dairy men recommend it highly for milk production. On account of the large proportion of protein in it—this is nitrogenous muscle-building food—it may take the place very largely of bran and grain in a *balanced ration*. It is believed that with corn silage and alfalfa hay the problem of economical feeding of farm stock can be largely solved. The value of its hay as compared with Red Clover and Timothy Hay is shown in the following table, taken from Ontario Agricultural College Bulletin 111. The analyses were made in the Chemical Department of the College:

Constituents of one ton of hay	Alfalfa	Red Clover	Timothy
Protein .....	192.2 lbs.	141.0 lbs.	48.7 lbs.
Fat .....	30.0 "	29.4 "	16.2 "
Nitrogen Free Extract .....	496.6 "	587.4 "	528.4 "
Fibre .....	205.5 "	209.4 "	306.9 "

It does not, however, take the place of clover in a short system of rotation; clover growing will always be necessary for this. Alfalfa is sown for a more permanent crop.

*Other Names for Alfalfa.*—The name Alfalfa is of Arabic origin and means the "best fodder plant"; this was the name adopted by the Spaniards. The name Lucerne has come to us from the French. On account of the similarity of its leaves to those of the clovers it has been called a clover. The plant is known by several different names, such as French Clover, Chilian Clover, Burgundy Clover, Brazilian Clover, Snail Clover, Great Trefoil and Spanish Trefoil; it is also called Medic and Purple Medic.

NOTE.—Extra copies of this Circular will be sent free to schools on application of the teacher for a supply for the upper classes. Address: *Director of Elementary Agricultural Education, Ontario Agricultural College, Guelph*, mentioning the school (number of school district and municipality).

*Pure Seed.*—It is very desirable that all seed sown on our farms should be as clean, strong and pure as possible. To secure this the *Seed Control Act* has been passed by the Dominion Parliament defining the different grades that may be sold as seed.

Consult Ontario Agricultural College Bulletin 188, *Weeds of Ontario* for an account of the weed seeds commonly found in Alfalfa seed; there are nearly forty different kinds listed.

*Origin of Seed Supplied to Schools.*—The seed furnished to the schools through the *Schools' Division of the Experimental Union* for this practical work of Alfalfa growing is the highest grade of Ontario-grown *Ontario Variegated Alfalfa* obtainable. The origin of the seed can be traced to what was probably the first seed that came into Ontario from Europe about forty years ago. Through these years of continuous cultivation it has established itself as well-suited to our climate, and for this reason has been considered as a distinct strain and called Ontario.

The word *variegated* in its name has been used to express another matter regarding its origin; two species of Alfalfa are to be distinguished, viz., Common Purple Alfalfa (*Medicago sativa* L.) and the yellow-flowered Alfalfa (*Medicago falcata* L.). The Ontario Variegated Alfalfa, on account of showing some striking characters of both species in the colour of its flowers, is now considered to be a cross between the two species, and so is called *Variegated*.

*Condition and Selection of Soil.*—The ground should be in the best possible condition, rich, well cultivated and free of weeds and other plants. As the roots grow to a great depth an open, deep subsoil is desirable. "Alfalfa cannot stand wet feet"; it will not do well in wet land or where the water lies within two feet or so of the surface; on the other hand it will grow through sand, gravel or clay subsoils until it reaches the water level. It does well as a rule on knolls or hillsides. Consult practical Alfalfa growers concerning the best soil and the best location for the school plot. It is generally considered that it may be grown in any part of Ontario on good, well drained land, provided there is a sufficient supply of lime in the soil—and this is generally present except in muck soils.

*The Plot.*—Select a place for the plot so that it may remain undisturbed for a number of years. Measure it out exactly one rod square and drive strong, neat stakes at the corners. Arrange for good wide paths about the plot, two feet in width if possible.

*Inoculation.*—As a rule, there is a difficulty in getting a good *stand* of Alfalfa on land that has not been producing Alfalfa. This is on account of the absence of the proper *bacteria* for inducing the growth of the *root-tubercles*. If, however, the land has had Sweet Clover growing on it, special means of *inoculation* will not be necessary. If it is thought necessary to inoculate the plot, scatter a few shovelfuls of clean soil taken from an alfalfa field or a patch of sweet clover over the plot and rake it in well. If such soil is not procurable, the inoculation may be made by treating the seed with the culture prepared by the Bacteriological Department of the Agricultural College.

*Seeding.*—Prepare a very fine seed bed, just as you might for flowers or vegetables. Sufficient seed (2 ozs.) is sent to sow the plot at the rate of 20 lbs. to the acre. It is to be sown with barley at the rate of one bushel to the acre (4 4-5 oz. for 1-160 acre). The barley can be obtained locally. The alfalfa may be sown broadcast or in drills. Cover the seeds by raking, firm the earth to insure



moisture to it for germination, and leave the surface lightly raked to prevent too great a loss of soil moisture. The depth of planting will depend on the nature and condition of the soil; the seed should be covered deeper in light soils than in heavy ones; when there is abundance of moisture present at the surface it does not need to be planted so deeply as is necessary in drier ground.

*Care.*—The barley is used as a *nurse-crop* to protect the young and tender Alfalfa plants. It should be cut just as soon as it is ready to harvest; or even cut before this and used for green fodder, if it is retarding the alfalfa's growth. The weeds on the school plot should be kept pulled. Do not crop the alfalfa the first season unless it grows quite high; in this case the plants may be cut about six inches from the ground. Allow it to go into the winter strong and well-grown. In the second, and subsequent seasons, use the plot for practical lessons in agriculture as suggested below. Do not permit it to be neglected; rather permit some person in the neighbourhood to cut the crop regularly for green food for his cow, poultry, horse or pigs.

*Making Alfalfa Hay.*—Henry Glendinning, Esq., of Hastings Co., a gentleman who has had a great deal of experience in making and inspecting alfalfa and other hay, in recommending the following method says: "While it is correct that extreme drying causes the leaves to fall off, my experience is that the more it is handled, if properly done, the more leaves are retained.

"Our method is to cut with two mowers in the forenoon and follow within an hour with the tedder; all of this being done before noon. Ted again in the afternoon and rake into windrows before night. If the weather is favourable let it lay in the windrows over night and the following forenoon ted the windrows lengthways. In the afternoon ted again, and the next morning after the dew is dried off ted again. Then we hitch to the hay loader and haul to the barn. For the past three years we have not put up a coil of alfalfa hay on the farm. This method produces an alfalfa hay that is green and full of leaves.

"By the frequent tedding none of the leaves ever get very dry; they are kept in a wilted condition and the leaf is enabled to perform the function that nature intended it to do, viz., pump the sap out of the stem. If the weather is unfavourable, I prefer coiling the first day after tedding twice."

### Practical School Studies

*Keeping Records.*—It is not expected that all the topics outlined for study below can be covered by any school which undertakes this work. They are given as suggestions merely for interesting practical studies. Perhaps only a very few of them can be taken up as class studies, but many may be suggestive for independent individual work. Whenever any of the work is done, pupils should make careful records of the results of their experiments or observations. Let this leaflet be the commencement of a little "Alfalfa Book." Add additional sheets for drawings, mountings, newspaper clippings, essays and records of experiments. Put down the work so well that it may be a neat, creditable and permanent account of this part of your studies in *Agriculture*.

*Seed Studies.*—1. Observe the variations in size, colour and shape of the seeds and compare the Alfalfa seed with the seed of the Clovers, Sweet Clover and Black Medic. Put up collections of these in glass vials.

2. Analyze one ounce of a sample to determine to what so-called "government standard" it grades; or send (post free) samples to the *Seed Branch, Department of Agriculture, Ottawa*, for an official examination and report.



3. Estimate the number of seeds in an ounce and calculate the number of seeds sown on an acre.

*Seedling Studies.*—1. Observe the time that it takes for the seed to germinate.

2. Compare the first, second and third leaves.

3. Measure the rate of growth from week to week.

4. Prepare mounted specimens of seedlings showing the development at different ages.

5. Observe where, how and when the branching takes place.

6. Note when the tubercles are first noticeable on the roots

7. Estimate the number of plants established in the plot before winter sets in.

8. Estimate the number of plants that survive the winter.

*Plant Studies.*—1. Measure the length of the root of a one-year-old plant.

2. Measure the length of roots exposed in digging drains, wells, gravel, sand-pits, etc.

3. Estimate the number of tubercles on the root system of a one-year plant.

4. Study the structure of a flower and compare with a pea blossom.

5. Find out whether bees or other insects visit the flowers to gather nectar.

Compare the work of bumble and honey bees on alfalfa.

6. Note how the plant forms the "crown" at its root.

7. Examine plants for the occurrence of rust and the injury done by this plant disease.

*Studies on School Plot.*—1. Find the weight of the green crops cut from the plot, and the weight of hay that these yield.

2. Feed the hay to poultry, pigs, sheep, horses and cows, to learn how it is relished.

3. If a crop of seed is produced, thresh the hay, weigh the seed and estimate the yield per acre. Use the seed for distribution in the district.

4. Analyze the seed produced and determine the grade to which it attains.

5. Experiments with the plot—*e.g.*, manure one section of the plot in the fall, or cut another section quite close in the fall; or trample another portion, or allow a portion to remain uncut.

*Crop Studies.*—1. Make inquiries regarding the history of its introduction into the district, the difficulties encountered and the reasons for success.

2. Make a map of the district marking the Alfalfa fields.

3. Compare the fields as to the length of time they have been cropped, the kinds of soil represented, the yields and the effects of pasturing.

4. Find out how the hay is cured and fed by different farmers.

5. Examine the market reports for prices paid for hay and seed.

6. Get the opinions of practical farmers regarding its value and uses.

*Literary Work.*—Have a school debate. "*Resolved that Alfalfa is a more desirable crop to grow than Timothy.*" Write compositions on "*How to Grow Alfalfa.*" "*The Uses of Alfalfa.*" "*The School Alfalfa Plot,*" etc.

*References.*—The agricultural papers very frequently publish articles on Alfalfa. Bulletin 165, *Alfalfa or Lucerne*, published by the Ontario Department of Agriculture. and Bulletin 46, *Alfalfa or Lucerne*, published by the Dominion Department of Agriculture, may be had free on application.

March, 1912.

## LESSONS IN AGRICULTURE

**The Best Time to Sow Spring Grains**

(Circular 13E, a Supplement to School Chart 13E)  
(Condensed)

In *School Chart 13E* an account is given of a series of experiments carried on at the Provincial Experimental Farm at the Ontario Agricultural College, Guelph, to find out what advantages or disadvantages there are in early or late seeding of Wheat, Barley, Oats and Peas. The results of the experimental work are recorded on the chart in a diagram.

While the facts and figures, determined through five years' careful work on the Experimental Farm are of great interest and value to every farmer in Ontario and do not need to be repeated, it has been thought that a little experiment for the schools along similar lines might be of interest and value to all pupils who live in the country and attend the rural schools. Accordingly arrangements have been made through the *Schools' Division of the Experimental Union* to send out for the work of 1912 packages of selected O. A. C. No. 21 Barley, sufficient to sow four 1/1000 acre plots. This barley is generally recognized as the best variety grown at the present time in the province. Through this experiment in the School Gardens of Ontario it may now be tested in many new localities while being used to answer a problem in agriculture.

In subsequent years samples of selected wheat, oats, and peas will be distributed also for this experiment.

**Origin of O. A. C. No. 21 Barley**

This barley is an improved variety of Mandscheuri barley which was first grown on the Experimental Farm twenty-two years ago last spring. From the beginning it proved itself of surpassing quality, and through its distribution by the Experimental Union upwards of half a million acres are now grown annually in Ontario. This from the one pound of grain imported from Russia in 1879.

Good as this Mandscheuri barley might be, there was still room for improvement.

In the spring of 1903, 9,972 selected grains of Mandscheuri barley were planted by hand at equal distances apart in a plot in the Experimental Farm. When the plants were mature they were carefully examined and 33 of the most promising ones were selected, harvested and threshed separately. In 1904 the seed of these 33 plants was sown separately in rows, and these rows were carefully examined and the most important ones harvested and threshed separately. From that time forward, only the best of these strains were grown in the tests as follows: 14 in 1905, 8 in 1906, 7 in 1907, and three in each of the past four years. During the first year (1904), the different strains went by numbers, and the one which has proven to be the best is what is now known as the O. A. C. Number 21. This variety was distributed throughout Ontario in connection with the Experimental Union, beginning in the year 1906, and has made a very excellent record. In each of the past five years it has actually given better results than the original Mandscheuri variety in yield of grain, in freedom from rust, and in both length and strength of straw in the co-operative tests throughout Ontario. It is quite an easy matter to distinguish the grain of the O. A. C. Number 21 from that of the Mandscheuri variety.

In the spring of 1909, about 20,000 bushels of the O. A. C. No. 21 barley were traced in Ontario as the result of the pound lots which were distributed for

experimental purposes in connection with the Experimental Union. This is the power of one grain! One grain in the spring of 1903 and 20,000 bushels in the spring of 1909!

*The School Experiment.*—The sample distributed through the Schools' Division is the progeny of that grain. Through small experimental plots in a few hundred Ontario school grounds, there is hardly a limit to the possibilities of barley improvement in this Province. Several schools that had plots of *O. A. C. No. 21* last year (1911) report that their barley was considered the best in the locality.

*Preparation of Ground and Sowing of Seed.*—For these things the teacher should secure the advice and help of the trustees or some of the parents who are interested in school work. If a piece of ground has not been prepared on the school grounds the previous fall, or cannot very well be got ready in time for the first and earliest planting a plot should be secured in some well-cultivated field adjoining the school grounds.

Previous to the actual planting, measuring tools, stakes, labels and fencing should be arranged for. The greatest precaution should be taken to have the plot protected from stray animals. There is no more disheartening experience in school gardening—unless it be acts of vandalism—than to have stray cattle destroy all one's work and hopes in a single night.

Measure the plots exactly, drive the stakes at the corners, stretch a string around them and sow the seed within this, raking it to a depth of about one inch. Label the plot showing what has been done. If the grain is sowed in drills, the pupils will be able to keep down the weeds better than if sowed broadcast.

*Arrangements re Holidays.*—Previous to the breaking up of school, definite arrangements should be made with the trustees or some of the older pupils for the harvesting of the crop. This should be done at the right time and the sheaves securely tied and hung up where they will not come to harm from mice or birds or from the weather. They will be needed when school opens, to estimate yields, length of straw and amount of rust if these calculations have not been made at the time of harvesting. If the sheaves are to be used for an exhibit at the local fall fair or the school fair, the threshing will need to be delayed.

### Practical School Studies

*Keeping Records.*—It is not expected that all the topics outlined below for study can be covered by any school which undertakes this work. They are given as suggestions for exercises that may be taken as circumstances permit, or as directions for lines of observation and experimenting that the older pupils may follow independently of class work. There are more real problems for study, relating to the common everyday operations of the farm, than are ordinarily "dreamed of in our philosophies." If a boy (or group of boys) carries out only one of the exercises, he is doing well and deserves encouragement.

Whenever any of the work is done, it should be carefully recorded by the pupil and attached to this circular. Additional sheets of drawings, mountings, newspaper clippings, and compositions might be added, too, to make a booklet.

Put down the work so well that it may be a neat, creditable and permanent account of this part of your studies in *Agriculture*.

*Seed Studies.*—(1) Sprout 100 seeds between damp blotters enclosed by two plates, to find the percentage of good seed as well as to learn how the seedlings develop roots and root hairs.



(2) Find out the names of the varieties of barley grown in the neighbourhood.

(3) Compare the grain and heads of different barleys grown locally and learn to distinguish.

(4) Mount samples of grains in glass vials and of heads in small bunches for a wall exhibit at the School Fair.

Plant Studies on School Plots.—(1) Compare the length of time of different sowings to germinate.

(2) Measure the rate of growth from week to week and note the relation of growth to the weather.

(3) Note the extent of *stooling* or *tillering*, i.e., the average number of stems arising from one plant.

(4) Watch for the first evidence of the formation of a head and note the time it takes to make its appearance.

(5) Learn how long it takes for the head to ripen after it appears. Recognize the flowering period and note whether the pollen is gathered by insects.

*Local Crop Studies.*—(1) Investigate the barley growing of the district and represent the barley fields on a map, showing the kinds, average and yields.

(2) Make inquiries about the local history of barley production—who introduced it, how it was grown in the early days, how it was affected by changes in tariffs, etc.

(3) Investigate the methods of seeding followed on local farms, the time, the preparation of the soil, the machinery used, the distance of the drills apart, the amount of seed sown per acre.

(4) Calculate the cost of producing an acre of barley, allowing for plowing, harrowing, sowing, harvesting and threshing.

(5) Consider the uses and values of barley straw and grain. Note the market quotations.

*Plant Studies.*—(1) Examine the root systems of barley plants, noting the amount of branching, the probable length of all the roots, and whether they strike down or grow near the top of the soil as *surface-feeders*.

(2) Estimate the relative amounts of grain and straw by weighing a sheaf, threshing out the grain and then weighing the straw and grain. Calculate the answer in percentages.

(3) Calculate the weight of a bushel of grain by filling a pint, quart or gallon measure, level full, weighing and multiplying. If possible, borrow a miller's scales for this. Compare the results obtained with the weight of a standard legal bushel.

(4) Study a head of barley to learn how (a) many *spikelets* there are composing it; (b) their arrangement; (c) how many grains there are in the head, and (d) the relation of the chaff to the grain.

*Seed Improvement.*—Write to the Secretary of the *Canadian Seed Growers' Association* (L. H. Newman, Esq., B.S.A., Canadian Building, Ottawa), asking for reports and instructions regarding the work of this Association in improving the quality of seed used on Canadian farms. This organization had its commencement in a scheme of seed-selecting competitions for boys and girls in Canadian schools. Boys and girls may still share in its work.

*References.*—(1) Consult the Report of the *Bureau of Industries of Ontario* (this may be had free on application to the Department of Agriculture, Toronto) to find out the extent of barley growing in the province. Figures are given for each county.

(2) The *Annual Reports of the Ontario Agricultural and Experimental Union*, and the *Ontario Agricultural College* contain the latest information about improved varieties, etc. These reports are to be obtained free from the same source as mentioned above.

(3) In *The Cereals of America*, by Hunt, there is an interesting chapter on barley. This book might be obtained for the school library.

April, 1912.

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### COURSES AND EXAMINATIONS FOR THE DEGREE OF B.Sc. (Agr.) AND SPECIALISTS' CERTIFICATES IN SCIENCE AND AGRICULTURE

(Circular No. 47A)

Under the present scheme for the advancement of Agricultural Education, the County Representative of the Department of Agriculture is expected to teach Agriculture in the High and Continuation Schools and the Collegiate Institutes. The latter function, however, he is usually unable to perform satisfactorily, partly owing to the pressure and importance of his duties as representative, and partly to the difficulties connected with arranging for his classes in the time tables of the Schools. The experience of five years has shown that in order to secure for the subject of agriculture its due share of attention, the teacher of agriculture must be a regular member of the staff. For some years at any rate, not all the time of such teacher would be taken up with classes in agriculture, and, accordingly, at the request of the Minister of Education, the Universities of Toronto, Queen's, and McMaster have established the new degree of Bachelor of Science in Agriculture [B.Sc. (Agr.)], the course for which covers four years, the first two being taken at the Universities and the last two at the Ontario Agricultural College, Guelph. These courses provide a good general education as well as a special knowledge of both science and agriculture. In order, also, to increase their knowledge of practical agriculture, candidates for the degree will be expected to work during the summer vacation between the third and the fourth year's course, either on the College farm or on some other farm in the Province of Ontario which, in the opinion of the President of the College, is well managed. The conditions under which this work is to be done may be ascertained from the President. An outline of the courses, as well as the regulations governing them, is given below; full details will be found in the Calendars of the College and the aforesaid Universities.

The degree B.Sc. (Agr.), the Department of Education will accept as the academic qualification for a Specialist's Certificate in both Science and Agriculture and for a Public School Inspector's Certificate. The Specialist's Certificate will be granted after a year's professional training at either of the Faculties of Education, and the holder will be qualified to teach both Science and Agriculture in a High or Continuation School or a Collegiate Institute. Under this new scheme, the County Representative will continue to discharge his duties as such, and will, in addition, conduct, under the School Board concerned, classes for farmers and farmers' sons throughout the county, while the duties of the holder of the new Specialist's Certificate will be confined to the regular Secondary School Classes.

With a view to furthering the success of this scheme and thereby improving the agricultural teaching in the schools, the Government will give, at the end of each of the two years taken at the Agricultural College, a scholarship of \$100.00 to each candidate for the degree, who passes the final examinations of the year and is recommended therefor by the President of the College. Moreover, as soon as the new class of specialists is available, the Government will make liberal grants for the encouragement of Secondary School Classes in Agriculture, in the form of contributions to their maintenance and of additions to the teacher's salary. The afore-said payments to teachers will, however, carry with them an obligation on the teacher's part to teach for at least two years in the Province of Ontario; but, as in the case of similar grants made by the Department of Education, the return of a proportionate amount of the total will release the teacher from his obligation.

Through the courtesy of the Universities concerned, the Department of Education has been supplied with lists of the students, now in attendance thereat, who might select the Courses for the new degree; and, to them, in particular, this circular is addressed, in order that they may understand the situation and may notify the President of the Ontario Agricultural College of Guelph, on or before the 10th of next September, if they propose to take, during the coming session, the first of the two years' Courses at the College. For further information, those interested in this subject should address the Deputy Minister of Education and the President of the Ontario Agricultural College, Guelph.

### Curriculum for the Degree of B.Sc. (Agr.)

(For details of the courses and explanation of references, see the Calendars of the College and the Universities.)

#### I. At the University of Toronto

##### Biology, Geology and Mineralogy (Special Courses)

##### *First Year—*

Latin, 1a; English, 1a, 1b; German, 1a; French, 1b; Mathematics, 1, 4, 6; \*Mechanics; \*Physics, 1, 2; \*Biology, 1, 3, 4; \*Chemistry, 1, 13.

##### *Second Year—*

English, 2a, 2b; German, 2a; French, 2b; Geology, 1; \*Physics, 3b, 4, 5, 6; \*Biology, 7, 8; \*Chemistry, 3, 7, 15, 24; \*Geology and Palæontology, 3, 4; \*Mineralogy and Petrography.

\*Science Subjects (Honours).

#### II. At Queen's University

The following classes comprise the courses at Queen's University, a minimum of two years' attendance being required:

Junior Latin; Junior English; Junior Mathematics; \*Junior Chemistry; \*Junior Physics; \*Pass Botany; Junior French or Junior German; \*Senior Chemistry; \*Senior Physics; \*Pass Animal Biology; \*Pass Mineralogy; \*Pass Geology.

Students are permitted to take in each year of attendance six of the classes enumerated above.

\*Science Subjects.



### III. At McMaster University

#### *First Year—*

\*Chemistry, 1, 2; \*Biology, 1, 2; \*Physics, 1, 2; Mathematics, 1, English, 1; Latin, 1; French, 1, or German, 1; English Bible, 1.

#### *Second Year—*

\*Chemistry, 5; \*Biology, 3; \*Physics, 3, 4 (5 or 6); \*Geology, 1, 2, 3; \*Mineralogy, 1; English, 2; French, 2, or German, 2.

\*Science Subjects.

### IV. At the Ontario Agricultural College

The following are accepted by the Universities of Toronto, Queen's, and McMaster as the third and fourth year courses for the degree of B.Sc. (Agr.).

#### *Third Year—*

English; Modern History; Rural Economics; Horticulture; Beekeeping; Animal Husbandry; Dairy Husbandry; Field Husbandry; Poultry Husbandry; \*Botany; \*Entomology; \*Chemistry—Qualitative Analysis; \*Physics—Cold Storage and Meteorology.

#### *Fourth Year—*

English; Modern History; Rural Economics; Forestry; Horticulture; Field Husbandry; Animal Husbandry; \*Botany; \*Zoology; \*Entomology; \*Bacteriology; \*Chemistry.

\*Honour Science Subjects.

### Regulations

#### Acceptance of Courses

The Universities accept the examination results of the third and fourth years of the courses prescribed herein in the Agricultural College.

#### Standards

A candidate for the degree of B.Sc. (Agr.) from any of the Universities of Toronto, Queen's and McMaster shall attain the following standard at the examinations at the Universities and the Agricultural College:—

1. A minimum average of 60 per cent. in the papers in Science of the first and second years, respectively, of the University courses.

2. A minimum average of 60 per cent. in the papers of the third year in the Agricultural College in the following subjects of the course:—Botany, Entomology, Chemistry—Qualitative Analysis, and Physics—Cold Storage and Meteorology.

3. A minimum average of 66 per cent. in the papers of the fourth year at the Agricultural College, in the following subjects of the course:—Botany, Zoology, Entomology, Bacteriology, and Chemistry.

4. A minimum of 40 per cent. in the papers in the other subjects of each year of the prescribed course in the Universities and the Agricultural College.

September, 1912.

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## SYLLABUS OF REGULATIONS AND COURSES FOR COMMERCIAL SPECIALISTS' CERTIFICATES

(Circular No. 2)

### Interim Certificates

1. The examination for Interim Specialists' Certificates will be divided into two parts which may be taken in the same or in different years. The subjects shall be as follows; the details are given below:

#### PART I

1. Bookkeeping: Theory.
2. Bookkeeping: Practice.
3. Business Practice and Business Law.
4. Penmanship.
5. Stenography: Theory.
6. Stenography: Practice and Typewriting.
7. Mercantile Arithmetic.

#### PART II

1. Auditing.
2. Economic Geography.
3. History of Commerce and Industry.
4. Money and Banking.
5. Theory of Economics.

2. There will be one examination paper in each of the foregoing subjects. The examination in Stenography Practice and Typewriting will be practical and will include (a) dictation and transcription on a typewriter and (b) typewriting from given printed matter.

3. The standard for pass at each examination will be 40 per cent. of the marks for each paper and 60 per cent. of the aggregate.

4. A certificate of graduation in the present Honour Course of the University of Toronto in Political Science, will be accepted in lieu of the examination prescribed above for Part II.

The Department accepts also the Honour Courses in Political Science of Queen's and McMaster universities.

5. Until August, 1915, a candidate for an Interim Commercial Specialist's Certificate shall hold a First Class Public School or a High School Assistant's Certificate, and after August, 1915, such candidate shall hold in addition a degree in Arts from a British University. All the foregoing certificates may be obtained before or after passing the Commercial Specialists' examination.

### Permanent Certificates

6. A candidate for a Permanent Commercial Specialist's certificate will be required to make a detailed written report of his investigations, preferably in the locality in which he is teaching, of three separate business systems, involving single proprietor, partnership and corporation ownership, respectively; said report to include a description of each business and its method of accounting. He shall have had at least two years' successful experience as attested by the Inspector under whom he has taught in the Commercial Department.

### Regulations in Force

7. The foregoing regulations as to the Courses of Study, Examinations, and Certificates for Commercial Specialists shall go into effect after August, 1912.

8. All former regulations of the Department of Education that are inconsistent with the foregoing regulations are hereby repealed.

### Details of the Course for Interim Certificates

#### PART I

##### 1. Bookkeeping : Theory

Single and double entry; general merchandising, commission business, manufacturing; single proprietor, partnership and corporation accounting, and changing from one form of ownership to another; plant, labour, material, departmental accounts, cost accounting; practical treatment of such accounts as bank discount, freight, suspense, bad debts, depreciation, etc.; columnar cash books, journals, etc.; and the various forms of books necessary for the different kinds of business; manufacturing, trading, and profit and loss accounts, balance sheets; statements of income and expenditure, and of receipts and disbursements; banking, savings and current accounts, collection and exchange, statements of banks and other corporations.

##### 2. Bookkeeping : Practice

Making the proper records and financial statements from given data. Single proprietor, partnership, and corporation accounting.

##### 3. Business Practice and Business Law

(a) Business Papers: Receipts, releases, promissory notes, chattel notes, lien notes, instalment notes, drafts, bills of exchange, orders, due bills, deposit slips, cheques, bank drafts, draft requisitions, deposit receipts, bank pass books, bills, invoices, credit invoices, accounts, monthly statements, warehouse receipts, bills of lading, freight bills, proxies, powers of attorney, agreements, bonds, debentures, leases, instalment scrips, stock certificates, stock transfers.

(b) Business Laws: Negotiable paper, indorsement, acceptance, discharge, dishonour, protest, negotiability and assignability, accommodation paper; statute of limitations; statute of frauds; interest; legal tender, payments, collection of accounts; partnership, joint stock companies; insurance; liability as partner, shareholder, director, agent, indorser, etc.; contracts; property; mortgages; guarantee and suretyship; shipper and carrier; mechanics' lien; landlord and tenant; principal and agent; master and servant; wills and succession duties; copyrights, trade marks, industrial designs, patent rights.

(c) Statutory Requirements: The Bills of Exchange Act, The Bank Act, An Act Relating to the Currency, The Ontario Companies' Act, The Dominion Companies' Act.

##### 4. Penmanship

Theory and practice of penmanship; position and movement; principles of letter formation; graceful, legible business writing; ledger headings, figures, lettering, marking and engrossing.

##### 5. Stenography : Theory

The principles of The Isaac Pitman system of Stenography.



## 6. Stenography : Practice and Typewriting

(a) Stenography: Writing business correspondence and legal documents from dictation at a speed of sixty words per minute; and the transcription of these shorthand notes on the typewriter at a speed of twelve words per minute.

(b) Typewriting; Copying, invoicing, billing, columnar statements, etc.

## 7. Mercantile Arithmetic

Interest, discount, annuities certain, sinking funds, formation of interest and annuity tables, the application of logarithms, stocks and investments, partnership settlements, partial payments, equating or averaging accounts, exchange, practical measurements, and the metric system.

# PART II

## 1. Auditing

Object, scope, and advantages of an audit; preliminary steps; instructions to the bookkeeper before an audit; continuous and complete audits; relation to prior audits; vouchers; trial balances and balanced books; individual, partnership, and company ownership; methods of accounting; different classes of audits, as commercial, mining, financial; valuation and verification of assets and liabilities; depreciation, discounts, bad and doubtful debts, reserve funds, etc.; preliminary expenses, directors' fees, etc.; foreign exchange; nature of profits; forms of accounts and balance sheets; auditors' reports, recommendations and certificates.

## 2. Economic Geography

Physical Geography in its economic aspects and the relation of these aspects to the natural resources of the chief countries. The raw material of commerce—food stuffs, textile fabrics, building material, and materials for use in the arts. Production centres, markets and trade routes; growth of commerce and distributing agencies in Canada, the British Empire, and the United States; influence of tariffs on trade; free trade; relation of waterways to railways, the distribution of the waterways of the country and their effect on domestic commerce. Possibilities and limitations of trade within the British Empire; Canadian exports and imports; importance of the Suez and Panama Canals.

## 3. History of Commerce and Industry

Ancient and Mediæval commerce; the influence of Venice; the Crusades; the mediæval guilds and their relation to modern trade unions; commercial significance of the great geographical discoveries of the fifteenth century; the Dutch commercial ascendancy; struggle of the English, French, and Dutch for the first place in commerce; the English industrial revolution; commercial significance of the Napoleonic wars; England's industrial and commercial supremacy; French industry and commerce since the overthrow of Napoleon; the German Empire and its commercial position; recent economic growth of Russia; the Balkan States; and the commercial position of South America, Africa, Asia (especially the influence and growth of Japanese and Chinese nations), and Oceania.

## 4. Money and Banking

Theory of money, its history and functions; credit; mechanism of exchange. Nature and function of banks, management of reserves, note issue, redemption fund, leading banking systems of the world especially those of Canada and the

United States, clearing houses, savings banks, trust and loan companies; balance of trade, meaning and effect on exchange.

### 5. Theory of Economics

Principles of production, distribution, and exchange. Economic theories of value, rent, wages, profits and interest; land, labour and capital; industrial combinations, extent, dangers and advantages; socialism.

National and local finance; public debts, methods of extinction and conversion; sinking funds; public domain—lands, forests, minerals; principles of taxation.

### Books of Reference Recommended

NOTE—The prices are those given in the publishers' catalogues.

#### PART I

Ontario School Book-keeping—Second Course .....	\$1 00
Educational Book Co., Toronto.	
Joint Stock Company Accounts—Hoskins .....	2 00
Commercial Text Book Co., Toronto.	
Manufacturers' Accounts—Eddis and Tindall .....	2 00
Accountancy Book Publishing Co., Toronto.	
Accounting in Theory and Practice—Lisle .....	4 25
Wm. Green and Sons, Edinburgh.	
Digest of Canadian Mercantile Law—W. H. Anger .....	2 00
W. H. Anger, Toronto.	
Acts: The Bills of Exchange Act, 25cts.; The Bank Act, 25cts.; The Currency Act, 15cts.; The Dominion Companies' Act, 25cts.; The Ontario Joint Stock Companies Act .....	50
Carswell Co., Toronto.	
The Business Journal (for penmanship commence with Sept. No.) .....	75
1205 Tribune Building, New York.	
Course in Isaac Pitman Shorthand .....	1 50
Commercial Text Book Co., Toronto.	
Expert Typewriting—Fritz and Eldridge .....	85
American Book Co., New York.	
Morang Educational Co., (Agents) Toronto.	
Algebra for Matriculation (chapters on Progressions, Logarithms, Annuities)—Hall and Knight .....	90
The Macmillan Co. of Canada, Toronto.	
The Theory of Finance—Geo. D. King .....	1 25
Charles and Edward Layton, London, Eng.	
Interest and Bond Values—M. A. Mackenzie .....	1 00
(To students and teachers)	
University Press, Toronto.	

NOTE: Either of the two preceding books may be selected.

#### PART II

Auditing (chapters 1 to 8)—L. R. Dicksee .....	5 50
Gee and Co., London, Eng.	
Pitman's Commercial Geography .....	85
Commercial Text Book Co., Toronto.	

Commercial Raw Materials—Toothaker .....	\$1 25
Ginn and Co., New York.	
Ontario High School Physical Geography .....	60
Morang Educational, Toronto.	
Canada Year Book.	
Department of Agriculture, Ottawa.	
Canadian Almanac .....	60
The Copp Clark Co., Toronto.	
History of Commerce in Europe—H. deB. Gibbins .....	90
The Macmillan Co. of Canada, Toronto.	
General History of Commerce—W. C. Webster .....	1 40
Ginn and Co., New York.	
Money and Banking—Scott .....	2 00
Henry Holt and Co., New York.	
Money and Mechanism of Exchange—Jevons .....	1 75
D. Appleton and Co., New York.	
Canadian Banking System—J. F. Johnston .....	30
Supt. of Documents, Government Printing Office, Washington, D.C.	
Outlines of Economics—R. T. Ely .....	2 00
The Macmillan Co. of Canada, Toronto.	

### Summer School

Since 1911 a Summer School for candidates for certificates as Commercial Specialists has been provided by the Department of Education in the building of the University of Toronto. This school will be continued so long as a sufficient number of students apply for admission, and the Departmental examinations for said certificates will be held this year and thereafter as soon as the Summer School course is completed.

May 25th, 1912.

## COURSES FOR ART SPECIALISTS IN CONTINUATION AND HIGH SCHOOLS AND COLLEGIATE INSTITUTES AND FOR ART SUPERVISORS IN PUBLIC AND SEPARATE SCHOOLS

(Circular No. 2A)

### Courses of Study

#### I. FOR ART SUPERVISORS

1. The Course for Art Supervisors in the Public and Separate Schools shall be as follows:—

#### Drawing

Elementary Descriptive Geometry in its relation to Perspective.

Elementary Perspective.

Elementary Drawing from Geometrical Solids, Simple objects, and Natural forms.



Elementary Drawing from the Antique and from Life.  
Sketching in various Black and White Mediums.  
Blackboard Drawing.  
Drawing from Memory.  
Elementary Illustration.

#### **Modelling**

Elementary Modelling.  
Modelling from details of Antique Cast.  
Making of moulds and Casting in Plaster.

#### **Painting**

Drawing with Coloured Chalks and Crayons.  
Brush exercises and simple painting with Water Colours.

#### **Design**

Geometric forms and Ornament.  
Decorative treatment of Natural forms.  
Applied Design.

#### **Demonstrations, Lectures and Reading Course**

Composition.  
Theory of Colour.  
Mediums for Drawing and Painting.  
Mechanical Processes of Reproduction.  
Principles of Design.  
Synopsis of the History of Art.  
Critical study of Works of Art.  
Methods of Teaching Art in Public Schools.

### **II. FOR ART SPECIALISTS**

2. The Course for Art Specialists in the Continuation and High Schools and Collegiate Institutes shall be as follows:

#### **First Course**

The first Course shall be the same as that provided above for Art Supervisors.

#### **Second Course**

The Second Course shall be as follows:

#### **Drawing**

Drawing from the Antique.  
Drawing from Life, Still Life, Landscape and Architectural forms.  
Sketching in various Black and White mediums.  
Blackboard Drawing.  
Drawing from Memory.

#### **Painting**

Drawing from Life and Still Life with Coloured Chalks and Pastels.  
Elementary Painting with Oil and Water Colours.

Modelling

Modelling from the Antique.  
Modelling from Life.

Design

Historic Ornament.  
Basic forms of Design.  
Decorative treatment of Natural forms.  
Application of Design to Crafts and Manufacturers.

Demonstrations, Lectures, and Correspondence Course

The Principles of Design and Applied Art.  
Composition.  
Theory of Colour.  
Mediums for Drawing, Painting, and Modelling.  
History of Art.  
Critical Study of works of Art.  
Perspective.  
Artistic Anatomy.  
Methods of teaching Art in Continuation and High Schools and Collegiate Institutes.

Books of Reference Recommended

I. For Art Supervisors and Art Specialists (First Course)

3. The following are recommended for reference in the different courses for Art Supervisors and Art Specialists (first course) :

The Teaching of Drawing. Polak and Quilter .....	\$0 60
University Tutorial Press, London.	
The Training of the Memory in Art. Lecoq .....	1 60
Macmillian & Co., Toronto.	
Blackboard Drawing. Seaby .....	65
Nelson & Sons, Edinburgh.	
Elements of Drawing and Perspective. Ruskin	
Geo. Allen & Sons, 44 and 45 Rathbone Place, Oxford St., London.	
Students' Edition, .....	3s. 6d. to 12s. 6d.
J. M. Dent & Sons, 29 and 30 Bedford St., London, W.C., Every-	
man's Library, .....	1s. to 2s. 6d.
E. P. Dutton, New York.	
The Art of Modelling in Clay and Wax. Simonds .....	\$0 25
Allen & Sons, London.	
Line and Form. Crane .....	1 50
Bell & Sons, London.	
Manual of Historic Ornament. Glazier .....	2 00
Batsford, London.	
Decorative Illustration of Books. Crane .....	1 50
Bell & Sons, London.	
Apollo, Story of Art throughout the Ages. Reinach .....	1 50
Heinemann, London.	
A Child's Guide to Pictures. Caffin .....	1 25
Baker & Taylor, New York.	

## II. For Art Specialists (Second Course)

The following are recommended for reference in the Second Course for Art Specialists:

Elementary Art Teaching. Taylor .....	\$1 25
Chapman & Hall, London.	
Practical Hand Book of Drawing for Modern Methods of Reproduction.	
Harper .....	1 80
Chapman & Hall, London.	
Book Illustration of To-day. Sketchley .....	1 50
Trubner & Co., London.	
Anatomical Diagrams. Dunlop .....	1 20
Bell & Sons, London.	
Figure Drawing. Hatton .....	1 50
Chapman & Hall, London.	
Modelling. Vol. I. Lanteri .....	2 85
The Practice of Oil Painting. Solomon .....	1 20
Seely, Service & Co.	
Appolo, Story of Art throughout the Ages. Reinach .....	1 50
Heinemann, London.	
How to Study Pictures. Caffin .....	2 00
The Century Co., N.Y. Briggs, Toronto.	

**NOTE.**—The foregoing books are recommended for reference and general information, and should be used only in connection with the practical work of the different courses and the lectures and demonstrations belonging to them.

### Special Provisions for Instruction

4. The following special provisions for instruction are open to candidates:

(1) A school year of instruction in each course at the Ontario College of Art;  
 (2) A Summer Course provided free at the College of Art by the Department of Education. This course is followed by direction of work and of reading provided by correspondence by the Ontario College of Art; and

(3) A Spring Course of ten weeks provided at the College of Art, by the Department of Education, free for all teachers, with, in addition, travelling expenses and an allowance for board, in the case of Normal School Grade A students who have passed the Easter examination, and of such other teachers belonging to the Provincial system of schools as may be approved for admission by the Minister of Education. This course will be followed by direction of work and of reading provided by correspondence by the College of Art.

**NOTE 1.** The work of the regular school year in the Ontario College of Art is arranged in three divisions, viz.: The Fine Arts Course, the Applied Arts Course, and the Teachers' Course.

2. The Teachers' Course consists of work in Drawing, Modelling, Painting, and Industrial Design, and Lectures and Demonstrations covering the various subjects required for the examinations for Public and High School Certificates and for the College Diploma of A.O.C.A.

3. The work of the Spring and the Summer School for Teachers is arranged specially for those preparing themselves as Supervisors of Art in the Public Schools and Art Specialists in High and Continuation Schools and Collegiate Institutes, but the general character of the work is the same as that taken up in the regular classes of the College.

4. It is expected that the course for Art Supervisors shall cover at least one year, and for Art Specialists at least two years.



## Examinations

### Admission Requirements

5. For admission to the examinations for Art Supervisors in Public Schools, the candidates shall hold at least a Second Class certificate; and, for admission to the examinations for Specialists' certificates in High and Continuation Schools and Collegiate Institutes, each candidate shall hold at least a First Class Public School certificate or a High School Assistant's certificate.

### Scheme of Examinations

6. Candidates will be required to submit to the examiners specimens of their work and to pass written and practical examinations, in accordance with the following scheme:

### Specimens of Work

7. At each examination specimens of work shall be submitted by the candidate as follows:

#### I. FOR ART SUPERVISORS

(1) Group of four drawings in pencil, treating a simple arrangement of still life in the following stages: placing and first lines of construction, blocked outlines, a finished outline, light and shade drawing in simple tones.

(2) Two drawings in charcoal from the antique cast, one of which should be of the full figure.

(3) Three groups of mounted sketches, twelve in all, of varied subjects, figures, animals, landscape, and interiors in various mediums, including the cheaper mediums suitable for school purposes.

(4) Two examples of modelling in plasticine and one example in casting.

(5) Four studies in design, including one drawing each, original conventionalized design of flowers from nature, lettering of short sentence, original book cover design, design for piece of furniture.

(6) Two illustrations of given subjects which shall involve problems in perspective.

#### II. FOR ART SPECIALISTS

##### First Course

The same specimens as those prescribed for candidates for certificates as Supervisors of Art.

##### Second Course

(1) Four Drawings from the Antique.

Four Drawings from Life.

Sketches and notes covering one year's work.

Exercise in Blackboard and Memory drawing.

(2) Four drawings with Coloured Chalks and Pastels from Life and Still Life.

Two Paintings with Water Colours.

(3) Two examples of Modelling from the Antique and from Life.

(4) One example of Historic Ornament.

Four examples of Basic forms for Design.

Four original Conventionalized Designs for application to Crafts and Manufacture.

### Written Examinations

8. Candidates shall pass written examinations as follows (one paper, valued at 100 marks, in each subject) :

#### I. For Art Supervisors and Specialists in Art (First Course)

The History of Art.

Theory of Colour, Materials for Drawing and Painting.

Descriptive Geometry and Perspective.

Principles of Design and Applied Art.

Mechanical Processes of Reproduction.

Methods of Teaching Art in Public Schools.

#### II. For Art Specialists (Second Course)

The Treatment of Materials in Design.

Relation of Design to Crafts and Manufacture.

Composition.

Theory of Colour.

Mediums for Drawing, Painting, and Modelling.

History of Art.

Critical Study of Works of Art.

Perspective.

Artistic Anatomy.

Methods of Teaching Art in Continuation and High Schools and Collegiate Institutes.

### Practical Examinations

9. Candidates shall also demonstrate their proficiency by practical tests in the following subjects:

#### I. For Art Supervisors and Art Specialists (First Course)

Blackboard Drawing.

Time drawing from the Object or Cast.

Time drawing from Life.

Drawing from Memory of either of above exercises.

Exercise in elementary Design in Colour.

Illustration of given subject.

Time exercise in Modelling from the Object.

#### II. For Art Specialists (Second Course)

Blackboard Drawing.

Time study in Colour from the Object.

Time drawing from Life.

Drawing from Memory.

Exercise in Design in Colour.

Pictorial Composition of given subject.

Time exercise in Modelling from Cast.

### General

10.(1) The written and the practical examinations shall be held at the close of each Summer Session.

(2) The specimen drawings for all the courses shall be of uniform size, full sheet charcoal paper, or mounted on paper or board of similar size, and shall be

fixed and kept flat. They shall be submitted immediately before the written examinations.

(3) Each candidate must certify that the work submitted by him has been done wholly by himself.

(4) At the written examinations candidates must show familiarity with the current nomenclature and technical expressions used in the Fine Arts as established by British usage.

(5) In order to pass the prescribed examination, the practical examinations and the drawings submitted shall be satisfactory to the examiner. The pass mark at the written examinations shall be 40 per cent. of the marks for each paper and 60 per cent. of the aggregate marks for all the papers.

#### **Equivalent Certificates**

11. The Art Specialist's certificate will be accepted by the Department of Education in lieu of the examinations for Art Supervisors, and the Diploma of Associateship of the College of Art in lieu of the examinations for either Art Supervisors or Art Specialists.

#### **Special Grants to School Boards and Teachers of Art**

12. Subject to the conditions set forth below, an Annual Grant of \$50.00 will be made by the Department of Education, to a Continuation or High School or Collegiate Institute Board, to be spent in the purchase of pictures for the school, provided the Board spends at least an equal amount for the same purpose; and of \$100.00 to the teacher of the Middle School Course in Art who holds an Art Specialist's certificate from the Department of Education, and an additional \$100.00 if he holds also the Diploma of A. O. C. A. from the Ontario College of Art:

(1) The course shall extend over at least one year and the provision therefor in the time-table shall be at least three periods a week of at least one hour each, one of which may be taken up out of doors for landscape drawing and painting.

(2) The class shall consist of at least six members in regular attendance who have already completed satisfactorily to the Principal the Lower School Art course.

(3) As far as practicable, the complete exhibits of each pupil's work shall be held for the Inspector's examination.

(4) The Inspector's report of the accommodations, equipment, organization, teaching, and the pupil's work shall be favourable.

13. On the report of the Chief Inspector of Public and Separate Schools that the accommodations, equipment, organization, teaching, and the pupils' work are satisfactory, an annual grant of \$50.00 will be made by the Department of Education to a Public or Separate School Board, to be spent in the purchase of pictures for the school, provided the Board spends at least an equal amount for the same purpose; and of \$100.00 to the Art Supervisor who holds an Art Specialist's certificate from the Department of Education, and an additional \$100.00 if he holds also the Diploma of A. O. C. A. from the Ontario College of Arts.

#### **Regulations in Force**

14. The foregoing regulations shall come into force on September 1st, 1912.

#### **Repeal of Regulations**

15. All former regulations of the Department of Education inconsistent with the foregoing regulations are hereby repealed.

August, 1912.



**MEMORANDUM re EXAMINATIONS, 1912**

(Circular No. 21)

**I. Departmental Examination Papers not for promotion purposes**

None of the question papers for the Departmental examinations will be supplied to schools for use therein as promotion examinations. It is in the interests of education that the teachers concerned assume full responsibility for all promotions.

**II. Public School Graduation**

The Junior and Senior Public School Graduation Diploma examinations are intended to mark two grades in the completion of the Public School Course, in accordance with the competency of the school concerned. Pupils in attendance at High and Continuation Schools will not be permitted to write on these examinations.

**III. Senior High School Entrance**

The Senior High School Entrance examination has been established to test the competency for the Middle School work of the pupils in attendance at a Public School or at a Continuation School in which there is no Middle School. Pupils in attendance at a High School or at a Continuation School in which there is a Middle School will not be permitted to write on this examination.

**IV. Model Entrance**

The Model School Entrance examination referred to in section 6, (1), (b), page 56, High School Regulations, is the examination by that name held in 1908 or any subsequent year. Only those pupils will be admitted to this examination in 1912 who will be eighteen years of age before the close of the current year, and who will pledge themselves, if successful, to attend a Model School for the ensuing session.

**V. Lower School Examination**

All pupils intending to proceed to a Normal School or a Faculty of Education in order to prepare for an Ontario Teacher's certificate must pass at the end of the Lower School Course, or later, the examination prescribed in section 6, page 56, High School Regulations, unless entitled to exemption therefrom under section 14, page 59.

The paper in Elementary Science for this examination will be based on the complete Lower School course in Botany, Zoology, Physics and Chemistry. No questions in Agriculture will be asked this year.

**VI. September Lower School Examination**

The September examination in the Lower School subjects will be continued for 1912 and 1913, for those candidates *only* who are *bona fide* applicants for admission to a Normal School for the ensuing session. No others will be admitted to this examination.

The paper in Elementary Science for this examination will be set entirely on the Course in Biology prescribed for the Lower School.

**VII. Arithmetic and Grammar not for Arts Matriculation**

Arts Matriculation does not now require an examination in any subject specially prescribed for the Lower School Course. Arithmetic and Grammar which appear on the Matriculation time-table are required for Matriculation into the Ontario College of Pharmacy.

### VIII. Squared Paper for Mathematics

In certain of the Middle and Upper School examinations in Mathematics the use of squared paper will be required. For the examination in 1912 and thereafter, this paper must be provided by the local school boards. The paper may be obtained through the local dealers at 10c. per package of 10 sheets or direct from the publishers, The Methodist Book & Publishing House, Toronto, or The Copp, Clark Co., Toronto.

### IX. Dates of Examinations

Since all Departmental examinations, except those for Commercial and Art Specialists, are to be completed by June 30th (see note on page 55, High School Regulations), attention is directed to the earlier dates set for the making of application for these examinations. [See High School Regulations 15 and 18, (5), (d) and section 2, (1), page 55; also Public School Regulation 19, (7), (c) and (d).].

### X. Fees

Attention is also directed to the revised schedule of fees for the Departmental examinations. [See Public School Regulation 19, (8) and High School Regulations 18, (5), (b), and sections 15 and 16, page 59]. The Matriculation examination fees will be as follows:—Pass Junior Matriculation, not more than 4 papers, \$3.00, more than 4 papers, \$8.00; Normal Entrance candidates taking additional Matriculation papers, \$3.00 Matriculation fee in addition to the \$5.00 Normal Entrance fee; Honour or Scholarship Matriculation, not more than 4 papers, \$5.00, more than 4 papers, \$10.00.

January, 1912.

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## JUNIOR HIGH SCHOOL ENTRANCE EXAMINATION, 1912

(Circular No. 57)

### General Instructions

1. It is the intention of the Department of Education, by maintaining a proper standard at the High School Entrance examination, to improve the character of the work done in the Public Schools and to prevent the congestion of the High Schools with inadequately prepared pupils. High School Entrance Boards are, accordingly, hereby instructed to follow strictly the Regulations of 1911, noting in particular the following points:

(1) Last year's plan of submitting the report to the Minister in two sections is to be continued. See High School Regulation 16, (2).

(2) Blank forms for the use of Public School Principals in making their reports on the standing of candidates under Regulation 5, (3) have been prepared by the Department of Education and will be sent to Inspectors *on request*. The number required should be stated. Some such form or report should be used in all Inspectorates, but it is not intended that the Form prepared by the Department shall necessarily replace forms already in use. In 1913 and thereafter all Inspectors will be expected to see that such forms are provided locally.

(3) Under no circumstances should any information whatever, concerning the results, be made public until the Secretary of the Entrance Board has been so authorized by the Minister of Education. See Regulation 16, (4).

(4) The Chairman is reminded that no payment for services shall be made to any member of the Entrance Board until the Minister has approved of the Board's report, and that such payments may be withheld, on the order of the Minister, in any case where the Regulations have not been duly observed. See Regulations 14, (6) and (7).

2. (1) The Junior High School Entrance examination for 1912 will begin on Wednesday the 19th of June, at 1.15 p.m., and will be conducted under the provisions of Sections 44-47 of the High Schools Act and of the High School Regulations of 1911, subject to the instructions herein contained.

(2) Candidates who purpose writing at the examination must notify the Public School Inspector before the 20th day of April.

#### **Duties of Inspector**

3. The Inspector shall notify the Minister not later than the 24th day of April in each year, on a form supplied by the Department, of the number and location of the Entrance centres in his Inspectorate, the name and address of each chief Presiding Officer, and the number of persons desiring to be examined at each of such High School Entrance centres.

4. Immediately thereafter he shall send to each Presiding Officer one copy each of the Circulars and Instructions which may be sent to him for that purpose from the Department.

5. He shall present to the Entrance Board a list of the schools in his Inspectorate that have been approved by him as taking up efficiently the subjects of Group I.

#### **Duties of Chairman**

6. The Chairman of an Entrance Board shall call and preside over every meeting of the said Board.

7. He shall see that such Board performs all the duties assigned to it by the regulations, including—

(a) Appointing a Secretary, and Assistant Presiding Officers and additional Examiners where required;

(b) Dividing the reading of the answer-papers among the members of the Board;

(c) Verifying the certificate of standing in the subjects of Group I;

(d) Reading and valuing the answer-papers and determining the results, and

(e) Considering special cases.

8. He shall sign all certificates and reports and see that the same are forwarded in due time, as required by Sections 9; 11, (3); and 16, (2) of the High School Regulations of 1911 and instruction number 24, (a) below.

9. He shall make out and transmit the necessary requisitions for all payments due the members of the Entrance Board, as required in Section 46, subsection 4, and Section 47, subsection 3, of the High Schools Act.

10. Where an Inspector is a member of each of two or more High School Entrance Boards, the Chairman of each shall consult with that Inspector regarding the dates of the Board meetings in order that he may be able to attend the meetings of each Board. Arrangements may be made for joint meetings of such Boards in order that uniform standards may be adopted.



### Duties of Presiding Officers

11. The question papers for a centre will be sent by the Department of Education to the chief Presiding Officer for that centre.

12. On the receipt of the bag containing the question papers the Presiding Officer shall see that *the seal is intact*. The bag can be opened by cutting the cord, and, when opened, the names and number of the envelopes containing the question papers should be verified with the time-table. Should any question envelopes be missing, he should *telegraph the Department at once*. The envelope containing the papers in any subject shall not be opened, however, until the time prescribed in the time-table for the examination in such subject.

13. Each Presiding Officer shall be in attendance at the place appointed for the examination at least fifteen minutes before the time fixed for the first subject, and shall see that the candidates are supplied with the necessary stationery and seated so far apart as to afford reasonable security against copying. Under no circumstances shall two candidates be allowed to sit at the same desk.

14. He shall open the envelope containing the papers in each subject in full view of the candidates, at the time prescribed, and shall place one paper on each candidate's desk.

15. He shall exercise proper vigilance over the candidates to prevent copying, and allow no candidate to communicate with another, *nor permit any person except another Presiding Officer to enter the room during the examination*. No conversation or other noise which might disturb the candidates shall be allowed in the vicinity of the examination room.

16. He shall see that the candidates promptly cease writing at the proper time, fold and endorse their papers properly, and in every respect comply with the instructions herein contained.

17. Where fees have been imposed, as provided in Section 46, subsection 5 of the High Schools Act, the chief Presiding Officer at a centre shall collect such fees from the candidates and account for the same, as provided in Section 13 of the High School Regulations of 1911.

18. He shall submit the answers of the candidates to the Examiners according to the instructions of the Entrance Board.

### Duties of Candidates

19. Every candidate should be in attendance at least fifteen minutes before the time at which the examination in the first subject is to begin, and shall occupy the seat allotted by the Presiding Officer. Any candidate desiring to move from his allotted place or to leave the room shall first obtain permission from the Presiding Officer to do so. Any candidate leaving shall not return during the examination in the subject then in hand.

20. Every candidate shall write his answers on one side only of the paper, and number each answer. He shall arrange the sheets numerically, according to the questions, and fold them once crosswise, endorsing them with his name, the name of the subject, and the name of the place at which he is examined. A paper shall not be returned to a candidate after being placed in the hands of the Presiding Officer.

21. Any candidate who is found copying from another or allowing another to copy from him, or who brings into the examination room any book, note or paper having any reference to the subject on which he is writing, shall be required by the Presiding Officer to leave the room, and his paper and the papers of all the guilty parties shall be cancelled.

### Duties of Boards

22.—(a) When practicable the answer papers of the different candidates shall be so distributed that the same Examiner shall read and value the answers in the same subject throughout, provided always that no Examiner shall read the answer papers of his own pupils.

(b) When so directed by the High School Entrance Board, the Oral Reading of candidates from urban schools may be examined by a member of the Board at said schools during the school days immediately preceding those on which the High School Entrance examination is held.

23. Marks are to be deducted for misspelled words and for want of neatness as indicated in Section 6, (1) of the High School Regulations of 1911.

24. Each local High, School Entrance Board shall submit a report in two sections, the first giving the names of candidates who have obtained 40 per cent. of the marks in each subject and 60 per cent. of the aggregate marks; the second giving the names of others who have been recommended under Regulations 6, (2) and 7. This latter section shall contain a statement of the marks of the candidates listed therein, also the Board's reasons in detail for its recommendations. The report is to be sent by mail to the Department of Education at the earliest possible moment, and not later than July 6th.

25.—(a) If the members of the Entrance Board are themselves unable to overtake the work of examining the answer papers within the time specified they shall appoint qualified teachers [see High Schools Act, Sec. 46 (3) and Sec. 47 (1) (a)] to assist them so that the returns may not be delayed; but no others shall take part in the work of reading the answer papers except the additional examiners so appointed.

(b) The bag in which the question papers are shipped to the Presiding Officer, is to be returned to the Department (charges prepaid) *at the same time* as the reports are sent.

(c) The answer papers of candidates, unless when specially requested by the Minister, are not to be forwarded to the Department, but are to be retained by the Chairman until the 1st day of October, *after which no case is to be reconsidered.*

## JUNIOR PUBLIC SCHOOL GRADUATION DIPLOMA EXAMINATION. 1912

### General Instructions

1. (1) High School Entrance Boards are reminded that the Junior Public School Graduation Diploma examination, wherever held, is to be conducted by them. As in the case of the Junior High School Entrance, they shall make all arrangements for the reading of the answer papers, the determining of the results, reporting to the Department, issuing certificates, and the payment of expenses. For this purpose each Board shall include members competent to examine in Art, Elementary Science, and Book-keeping. The Regulation governing this examination will be found on pages 25-27 of the Public School Regulations.

(2) Forms for the use of Public School Principals in making reports on the standing of candidates in accordance with Public School Regulation 19 (7) (a), should be provided by the Public School Inspector. These forms will not be supplied by the Department.

2. (1) The Junior Public School Graduation Diploma examination will be held for the first time in 1912, beginning on Monday, the 17th of June, at 8.45 a.m., and will be conducted under the provisions of Public School Regulation 19, subject to the Instructions herein contained.



(2) Candidates who purpose writing at this examination must notify the Public School Inspector before the 20th day of April.

#### **Duties of Inspectors**

3. The Inspector shall notify the Minister not later than the 24th day of April, on a form supplied by the Department, of the number and location of the Junior Graduation centres in his Inspectorate, the name and address of each Chief Presiding Officer, and of the number of pupils desiring to be examined at each of such centres. Where practicable the Chief Presiding Officer for this examination should be the same as for the Junior High School Entrance examination at the same centre.

#### **Duties of Boards**

4. As the examination in Oral Reading is to include questions on the principles and is to be conducted by a member of the High School Entrance Board selected thereby, it shall be the duty of the Board to see that a competent examiner is provided.

5. The Board shall make all arrangements for reading the answer papers, settling the results, reporting them to the Department *not later than July 8* on the form supplied, publishing the results, and issuing the Diplomas to the successful candidates. The Diplomas have been prepared by the Department of Education, and will be sent to the Secretary of the Board on receipt of its report on the successful candidates.

6. The Writing shall be judged, while the answer papers are being read, from the answer papers in one of the other subjects. This subject shall be determined by the High School Entrance Board, and shall not be communicated to the candidates.

7. The Board shall make all arrangements for collecting the fees of the candidates, in accordance with subsection 8 of P. S. Regulation 19.

8. It shall make all necessary arrangements for the payment of the expenses of the examination [see Reg. 19, (9)]. The additional presiding necessary shall be paid for at the regular rate of \$5.00 per day for the chief presiding officer, and \$4.00 per day for an assistant. For reading the answers the examiners shall be paid at the rate of \$1.25 per candidate, and the secretary at the rate of 7c. per candidate.

9. The answer papers shall be retained in the possession of the Secretary of the Board until October 1st, after which date they may be destroyed.

#### **Duties of Presiding Officers**

10. The duties of the Presiding Officers shall be those prescribed in the case of the Junior High School Entrance examination, except that in the collection of fees he shall also be governed by Public School Regulation 19 (8).

#### **Duties of Candidates**

11. The duties of candidates shall be those prescribed in the case of the Junior High School Entrance examination.

#### **Time-Table, Junior High School Entrance**

*Wednesday, June 19th.*

P.M.	1.15— 1.30.....	Reading Instructions (Circular 57).
	1.30— 3.30.....	Composition.
	3.40— 4.25.....	Spelling.



*Thursday, June 20th.*

A.M.	9.00—11.30.....	Arithmetic.
P.M.	1.30— 3.30.....	Reading (examination paper).

*Friday, June 21st.*

A.M.	9.00—11.00.....	English Grammar.
	11.10—12.00.....	Writing.
P.M.	1.30— 3.30.....	Geography.

NOTE.—Oral Reading may be taken either as provided in 22 (b) above, or at such hours as are convenient during the days of the examination.

**Time=Table, Junior Public School Graduation Diploma Examination***Monday, June 17th.*

A.M.	9.00—11.30.....	Elementary Science.
P.M.	1.30— 4.00.....	British and Canadian History.

*Tuesday, June 18th.*

A.M.	9.00—11.30.....	English Grammar.
P.M.	1.30— 4.00.....	Art.

*Wednesday, June 19th.*

A.M.	9.00—11.30.....	Algebra and Geometry.
P.M.	1.30— 4.00.....	English Composition.

*Thursday, June 20th.*

A.M.	9.00—11.30.....	Arithmetic.
P.M.	1.30— 4.00.....	Literature.

*Friday, June 21st.*

A.M.	9.00—11.00.....	Book-keeping.
	11.10—12.00.....	Spelling.
P.M.	1.30— 4.00.....	Geography.

NOTE 1.—For the examination in Geometry candidates should provide themselves with a ruler showing millimetres and at least sixteenths of an inch, a pair of compasses, and a protractor. Rulers will also be required for the examination in Book-keeping.

NOTE 2.—For the examination in Art candidates should come supplied with pencils, erasers, pens, water-colours, and brushes. They will also need water-pans and a convenient supply of water.

NOTE 3.—The examination in Oral Reading may be taken either from 4 to 5 p.m. on any day of the examination or at such other times as will cause least inconvenience to the candidates. The examiner is reminded that the examination in Oral Reading shall include questions on the Principles based on the passages read. A maximum of 15 marks should be assigned to this. See Public School Regulation 19 (5) (c).

January, 1912.

## TEXTS FOR DEPARTMENTAL EXAMINATIONS, 1913

(Circular No. 58)

## I. The Junior High School Entrance Examination

## Selections for Memorization

*Ontario Public School Reader, Book IV*

Hands All Round, p. 49; The Burial of Moses, p. 80; Ye Mariners of England, p. 154; The Harp that Once Through Tara's Halls, p. 174; On the Grasshopper and Cricket, p. 197; Rule Britannia, p. 202; My Native Land, p. 227; Dost Thou Look Back on What Hath Been, p. 289; To a Water Fowl, p. 377; Daffodils, p. 382; On His Blindness (Sonnet), p. 393; Recessional, p. 409.

*Canadian Roman Catholic Reader, Book IV*

The Maple, p. 11; Abou Ben Adhem and the Angel, p. 51; The Exile of Erin, p. 52; The Stream of Life, p. 84; The Song in Camp, p. 100; The Heritage, p. 150; Ye Mariners of England, p. 161; The Reaper, p. 183; A Day in June, p. 305; The Bells of Shandon, p. 330.

## List of Books in English Literature

Of the following books at least four are to be read by candidates. The total number of pages in the four books selected shall be at least six hundred. Part shall be prose and part poetry.

Brown: Rab and His Friends, and Our Dogs.

Burroughs: Birds and Bees, Sharp Eyes.

Carroll: Alice in Wonderland, Through the Looking Glass.

Church: The Story of the Iliad, The Story of the Odyssey.

Cooper: The Last of the Mohicans.

Defoe: Robinson Crusoe.

De la Ramé: A Dog of Flanders.

Dickens: The Christmas Carol, The Cricket on the Hearth, The Chimes.

Eliot, George: Silas Marner, The Mill on the Floss.

Fitchett: Great Deeds on Land and Sea.

Goldsmith: The Vicar of Wakefield, The Traveller, The Deserted Village.

Hawthorne: The Wonder Book, The Tanglewood Tales, etc.

Hughes: Tom Brown's School Days.

Irving: Rip Van Winkle, Sleepy Hollow and Other Tales.

Keary: Heroes of Asgard (Scandinavian Myths).

Kingsley: The Heroes, The Water-Babies, Hereward the Wake.

Lamb: Tales from Shakespeare, Adventures of Ulysses.

Longfellow: Evangeline, Hiawatha, Shorter Poems.

Ruskin: The King of the Golden River.

Scott: The Lady of the Lake, The Lay of the Last Minstrel, Ivanhoe, The Talsman.

Shakespeare: The Merchant of Venice, Julius Caesar.

Stevenson: Treasure Island, Kidnapped.

Swift: Gulliver's Travels to Lilliput, to Brobdignag.

Wetherell: Poems of the Love of Country.

## Editions

NATIONAL LIBRARY.—Cassell & Co., Toronto.

(Cloth, 6¼ in. x 4¼ in., 15 cents.)

Dickens: The Cricket on the Hearth, 192 pp. A Christmas Carol and The Chimes, 192 pp.

Eliot, George: Silas Marner, 192 pp.

Goldsmith: The Vicar of Wakefield, 192 pp.

Scott: The Lady of the Lake, 191 pp. The Lay of the Last Minstrel, 192 pp.

Shakespeare: The Merchant of Venice, 192 pp. Julius Caesar, 192 pp.

## PEOPLE'S LIBRARY.—Cassell &amp; Co., Toronto.

(Cloth, 7½ in. x 4½ in., 25 cents.)

Cooper: *The Last of the Mohicans*, 382 pp.Defoe: *Robinson Crusoe*, 486 pp.Goldsmith: *The Vicar of Wakefield and Poems*, 289 pp.Hughes: *Tom Brown's School Days*, 302 pp.Kingsley: *Hereward the Wake*, 465 pp.Lamb: *Tales from Shakespeare*, 318 pp.Scott: *Ivanhoe*, 491 pp. *The Talisman*, 360 pp.Stevenson: *Treasure Island and Kidnapped*, 378 pp.

## MACMILLAN'S LITERATURE SERIES (Morang).—The Macmillan Co., of Canada, Ltd., Toronto.

(Limp Cloth, 6¾ in. x 4½ in., 15 cents.)

Dickens: *A Christmas Carol*, 119 pp.Dickens: *The Cricket on the Hearth*, 124 pp.Hawthorne: *The Wonder Book*, 138 pp.Hawthorne: *Tanglewood Tales* (complete), 202 pp.Irving: *Rip Van Winkle and other Essays*, 115 pp.Kingsley: *The Heroes* (complete), 155 pp.Lamb: *Seven Tales from Shakespeare*, 123 pp.Ruskin: *King of the Golden River* (paper), 64 pp., 10 cents.Longfellow: *Evangeline*, 104 pp.Scott: *The Lady of the Lake*, 123 pp.Scott: *The Lay of the Last Minstrel*, 123 pp.Shakespeare: *Julius Caesar*, 78 pp.Shakespeare: *The Merchant of Venice*, 81 pp.Wetherell: *Poems of the Love of Country*, 144 pp.

## MACMILLAN'S POCKET CLASSICS.—The Macmillan Co. of Canada, Ltd., Toronto.

(Cloth, 5¾ in. x 4¼ in., 25 cents.)

Carroll: *Alice in Wonderland*, 175 pp.Church: *The Story of the Iliad*, 221 pp. *The Story of the Odyssey*, 232 pp.Cooper: *The Last of the Mohicans*, 451 pp.Defoe: *Robinson Crusoe* (abridged), 219 pp.Dickens: *The Christmas Carol and The Cricket on the Hearth*, 197 pp.Eliot, George: *Silas Marner*, 204 pp.Goldsmith: *The Vicar of Wakefield*, 203 pp.Hawthorne: *The Tanglewood Tales*, 208 pp.Keary: *The Heroes of Asgard (Scandinavian Myths)*, 221 pp.Kingsley: *The Heroes*, 251 pp.Longfellow: *The Courtship of Miles Standish and Minor Poems*, 208 pp.Scott: *Ivanhoe*, 480 pp. *The Talisman*, 325 pp. *Lay of the Last Minstrel*, 158 pp.Stevenson: *Treasure Island*, 229 pp. *Kidnapped*, 245 pp.Shakespeare: *The Merchant of Venice*, 233 pp. *Julius Caesar*, 243 pp.Fitchett: *Great Deeds on Land and Sea*, 96 pp.Carroll: *Through the Looking Glass* (Miniature Edition), 229 pp., 25 cents.Kingsley: *The Water-Babies* (Shilling Classics), 330 pp., 25 cents. *Hereward the Wake* (Shilling Classics), 373 pp., 25 cents.

## ECLECTIC ENGLISH CLASSICS.—The Macmillan Co. of Canada, Ltd., Toronto.

(Cloth, 6¾ in. x 4½ in., 20 cents.)

Defoe: *Robinson Crusoe*, 256 pp.Goldsmith: *Vicar of Wakefield*, 224 pp.Eliot, George: *Silas Marner*, 220 pp.Scott: *Lady of the Lake*, 199 pp.Shakespeare: *Julius Caesar*, 125 pp.Shakespeare: *The Merchant of Venice*, 112 pp.

## RIVERSIDE LITERATURE SERIES.—The Copp Clark Company, Ltd., Toronto.

(Stiff Paper, 6¾ in. x 4½ in., 15 cents.)

Brown: *Rab and His Friends and Our Dogs* (Copp, Clark), 64 pp.Burroughs: *Birds and Bees*, 88 pp. *Sharp Eyes, etc.*, 96 pp.Dickens: *A Christmas Carol*, 118 pp. *The Cricket on the Hearth*, 112 pp.Goldsmith: *The Traveller, The Deserted Village, and Other Poems*, 96 pp.Hawthorne: *Tanglewood Tales*, Part I, 112 pp.; Part II, 122 pp.Hawthorne: *Little Daffydowndilly and other Stories*, 89 pp.Hawthorne: *Tales of the White Hills and Sketches*, 96 pp.Irving: *Rip Van Winkle and Other Essays*, 100 pp.



Lamb: Tales from Shakespeare, Part I, 98 pp.; Part II, 96 pp.; Part III, 112 pp.  
 Longfellow: Evangeline, 100 pp.  
 Ruskin: The King of the Golden River and other Wonder Stories, 98 pp.  
 Shakespeare: The Merchant of Venice, 116 pp.; Julius Caesar, 103 pp.  
 Eliot, George: Silas Marner, 238 pp., cloth, Cambridge Edition, 25 cents.

**BLACKIE'S ENGLISH TEXTS (ROUSE).—The Copp, Clark Co., Ltd., Toronto.**

(Limp Cloth, 6½ in. x 4¼ in., 15 cents.)

Defoe: Robinson Crusoe (abridged), 127 pp.  
 Dickens: The Christmas Carol, 112 pp.  
 Hawthorne: The Tanglewood Tales, 120 pp.  
 Irving: Rip Van Winkle and other Sketches, 128 pp.  
 Kingsley: The Water-Babies, 128 pp. The Heroes, 132 pp.  
 Lamb: The Adventures of Ulysses, 112 pp.  
 Swift: Gulliver's Travels to Lilliput and Brobdingnag, 125 pp.

**NELSON'S SHORT STUDIES IN ENGLISH LITERATURE.—The Copp, Clark Co., Ltd., Toronto.**

(Cloth, 4½ in. x 6¾ in., 15 cents.)

Irving: Sleepy Hollow and other Tales, 100 pp.  
 Lamb: Tales from Shakespeare—The Tragedies, 100 pp.  
 Lamb: Tales from Shakespeare—The Comedies, 96 pp.  
 Longfellow: Evangeline, 94 pp. Shorter Poems, 100 pp.  
 Shakespeare: The Merchant of Venice, 97 pp.

**NELSON'S SIXPENNY CLASSICS.—The Copp, Clark Co., Ltd., Toronto.**

(Cloth, 6¾ in. x 4¼ in., complete, 15 cents.)

Cooper: The Last of the Mohicans.  
 Defoe: Robinson Crusoe.  
 Eliot: Silas Marner. The Mill on the Floss.  
 Goldsmith: The Vicar of Wakefield.  
 Hughes: Tom Brown's School Days.  
 Lamb: Tales from Shakespeare.  
 Scott: Ivanhoe. The Talisman.

**EVERYMAN'S LIBRARY.**

(Cloth, 7 in. x 4½ in., 25 cents.)

Defoe: Robinson Crusoe, 453 pp.  
 Eliot, George: Silas Marner, 262 pp. The Mill on the Floss, 492 pp.  
 Goldsmith: The Vicar of Wakefield, 222 pp.  
 Hawthorne: A Wonder Book and Tanglewood Tales, 404 pp.  
 Hughes: Tom Brown's School Days, 336 pp.  
 Kingsley: The Water-Babies and Glaucus, 310 pp.  
 Lamb: Tales from Shakespeare (complete), 327 pp.  
 Scott: Ivanhoe, 518 pp.

**CLASSIC LIBRARY.—McClelland & Goodchild, Toronto.**

(Stiff Paper, 6¾ in. x 4¾ in., 15 cents.)

Defoe: Robinson Crusoe, 192 pp.  
 Dickens: A Christmas Carol, 155 pp. The Cricket on the Hearth, 128 pp.  
 Eliot, George: Silas Marner, 267 pp.  
 Goldsmith: The Vicar of Wakefield, 247 pp.  
 Lamb: Tales from Shakespeare, Vol. I., 223 pp. Vol. II., 233 pp.  
 Longfellow: Evangeline, 126 pp.  
 Scott: The Lady of the Lake, 204 pp. The Lay of the Last Minstrel, 155 pp.  
 Shakespeare: The Merchant of Venice, 154 pp. Julius Caesar, 112 pp.  
 Swift: Gulliver's Travels to Lilliput, 108 pp. Gulliver's Travels to Brobdingnag, 108 pp.

**LITTLE CLASSIC SERIES.—McClelland & Goodchild, Toronto.**

(Stiff Paper, 6¾ in. x 4¾ in.)

De la Ramé: A Dog of Flanders, 63 pp., 12 cents.  
 Dickens: A Christmas Carol, 101 pp., 10 cents.  
 Irving: Selections, 162 pp., 12 cents.  
 Longfellow: Hiawatha, 194 pp., 10 cents.  
 Shakespeare: Julius Caesar, 109 pp., 10 cents.  
 Shakespeare: The Merchant of Venice, 105 pp., 10 cents.  
 Scott: The Lay of the Last Minstrel, 165 pp., 12 cents.

ENGLISH CLASSIC SERIES—The Educational Publishing Co., Ltd., Toronto,  
 (Stiff Paper,  $6\frac{1}{2} \times 4\frac{1}{2}$  in., 10 cents.)  
 Goldsmith: The Deserted Village, 38 pp.  
 Irving: Rip Van Winkle, 48 pp.  
 Longfellow: The Courtship of Miles Standish, 96 pp.  
 Shakespeare: The Merchant of Venice, 92 pp.

### Examinations

Hereafter, besides questions on sight passages, the examination paper in Reading at the Junior High School Entrance Examination will contain questions on a passage or passages from the Fourth Reader authorized by the Course of Study for the Public or the Separate Schools.

## II. Junior and Senior Public School Diplomas, the Senior High School Entrance and Entrance into the Model Schools

### Selections for Memorization

#### *The High School Reader (New Edition.)*

The Well of St. Keyne, p. 43; The Soldier's Dream, p. 58; On His Blindness, p. 80; Home they Brought Her Warrior Dead, p. 107; The Return of the Swallows, p. 111; Rosabelle, p. 166; A Wood Lyric, p. 191; To-night, p. 193; The Revenge, p. 234.

### List of Books in English Literature

Of the following books at least four are to be read by candidates. The total number of pages in the four books selected shall be at least seven hundred. Part shall be prose and part poetry. Where the Principal desires to substitute other books for those on this list he shall submit to the Inspector concerned, for his approval, the names of those he proposes.

Aytoun: Lays of Scottish Cavaliers.  
 Blackmore: Lorna Doone.  
 Buckley: The Fairyland of Science.  
 Bullen: The Cruise of the Cachalot.  
 Burroughs: Pepacton. Wake Robin. Winter Sunshine.  
 Butler: The Wild North Land. Red Cloud.  
 Byron: Childe Harold—Cantos III and IV.  
 Chronicles of Canada Series: Wolfe. Montcalm. Brock.  
 Church: Story of the Iliad. Story of the Odyssey.  
 Cooper: The Last of the Mohicans.  
 Dana: Two Years before the Mast.  
 Dickens: David Copperfield. Oliver Twist. Old Curiosity Shop.  
 Eliot: Silas Marner. The Mill on the Floss.  
 Fitchett: Deeds that Won the Empire. Fights for the Flag.  
 Gaskell: Cranford.  
 Goldsmith: The Deserted Village. The Traveller. The Vicar of Wakefield.  
 Hawthorne: A Wonder Book.  
 Hughes: Tom Brown's School Days.  
 Irving: Life of Columbus.  
 Keary: Heroes of Asgard.  
 Kingsley: The Water-Babies. The Heroes. Hereward the Wake.  
 Kipling: The First Jungle Book. Captains Courageous. Puck of Pook's Hill.  
 Lamb: Tales from Shakespeare.  
 Lanier: The Boys' King Arthur.  
 Long: Wilderness Ways. Ways of the Wood Folk.  
 Longfellow: Evangeline. Tales of a Wayside Inn.  
 Lyall: In the Golden Days.  
 Lytton: The Last Days of Pompeii. The Last of the Barons.  
 Machar and Marquis: Stories of New France.

Parker: The Seats of the Mighty.

Peabody: Old Greek Stories Told Anew.

Roberts: Watchers of the Trail. The Kindred of the Wild.

Scott: The Lady of the Lake. The Lay of the Last Minstrel. Tales of a Grandfather. Ivanhoe. The Talisman. Kenilworth. Quentin Durward.

Shakespeare: The Merchant of Venice. Macbeth.

Southey: Life of Nelson.

Stevenson: Treasure Island. Kidnapped.

Tennyson: Idylls of the King—Gareth and Lynette. Geraint and Enid. The Passing of Arthur.

Thompson-Seton: Lives of the Hunted.

Wetherell: Poems of the Love of Country.

Whittier: Snowbound.

Inexpensive editions of these books may be obtained from the local book-sellers, from the publishers named, or from other publishers.

### Examinations

Hereafter, besides questions on sight passages, the examination paper in Literature for the Junior and the Senior Public School Diploma, the Senior High School Entrance, and Entrance into the Model Schools will contain questions on a passage or passages from the following:

- (1) *Macaulay*, Horatius, The Battle of Lake Regillus. (From "Lays of Ancient Rome").  
*Lowell*, The Vision of Sir Launfal.  
*Arnold*, Sohrab and Rustum.  
*Longfellow*, The Courtship of Miles Standish.  
*Moore*, The Meeting of the Waters.  
*Scott*, Jock of Hazeldean.  
*Scott*, Alice Brand.  
*Bret Harte*, Dickens in Camp.  
*Aytoun*, The Island of the Scots.  
*Longfellow*, The Builders.  
*Wordsworth*, The Solitary Reaper.  
*Holland*, Gradatim.  
*Wordsworth*, "It is not to be thought of that the Flood."  
*E. B. Browning*, A Musical Instrument.
- (2) *Shakespeare*, Julius Caesar.
- (3) *Irving*, The Legend of Sleepy Hollow; Rip Van Winkle.

### III. Middle School Examination for Entrance into the Normal School

ENGLISH: *Tennyson*, The Lotus Eaters, Ulysses, "You ask me why," "Of old sat Freedom," "Love thou thy land," "Locksley Hall," "Tears, idle tears," and the six interlude songs from The Princess, the Brook, Ode on the Duke of Wellington, Charge of the Light Brigade, Enoch Arden; *Shakespeare*, Julius Caesar.

LATIN: *Caesar*, De Bello Gallico, Book IV, chaps. 20-38, and Book V, chaps. 1-23; *Virgil*, Æneid, Book II, vv. 1-505.

### IV. Upper School Examination for Entrance into the Faculties of Education

#### A

ENGLISH: *Tennyson*, The Lotus Eaters, Ulysses, "You ask me why," "Of old sat Freedom," "Love thou thy land," "Locksley Hall," "Tears, idle tears," and



the six interlude songs from *The Princess*, *The Brook*, *Ode on the Duke of Wellington*, *Charge of the Light Brigade*, *Enoch Arden*; *Shakespeare*, *Julius Cæsar*, *Midsummer Night's Dream*.

\*LATIN: *Caesar*, *De Bello Gallico*, Book I; *Horace*, *Odes*, Book I, 1, 2, 5, 6, 10, 14, 22, 24, 31, 34, 35, 38; Book II, 3, 10, 14, 15, 16, 18; Book III, 1, 2, 3, 4, 5, 13, 21, 23, 24, 25, 29, 30; Book IV, 2, 4, 5, 7, 15.

*Virgil*, *Æneid*, Book I, vv. 1-510, or Book II, vv. 1-505, or *Georgics*, Book IV; *Cicero*, *Pro Lege Manilia*.

\*NOTE:—The continuous passages of English for translation into Latin will be based on Cæsar.

GREEK: *Xenophon*, *Hellenica* (Philpotts' Selections, sections I and II); *Homer*, *Iliad* I, 1-350; III, 121-244; VI, 66-118, and 237 to the end; *Odyssey* VI and IX.

FRENCH:—*Souvestre*, *Un Philosophe sous les Toits*; *Feuillet*, *La Fée*.

GERMAN:—*Isolde Kurz*, *Die Humanisten*; *Fulda*, *Unter vier Augen*; *Benedix*, *Der Prozess*; *German Poems*, edited by Burkhard (Henry Holt and Co.)

## B

For candidates who substitute for the course prescribed in Latin the special courses in English Literature and the History of the English Language and Literature under the provisions of High School Regulations, 1911, page 57, sec. 8 (2) (a), the following texts and courses are prescribed:

1. *Chaucer*:—The Prologue; *Spenser*:—The Faerie Queene—Book I; *Milton*:—Paradise Lost—Book I; *L'Allegro* and *Il Penseroso*; *Pope*:—The Rape of the Lock, The Prologue to the Satires; *Goldsmith*:—The Traveller, The Deserted Village; *Wordsworth*:—Ode on Imitations of Immortality, The Reverie of Poor Susan, Lucy Gray, Hart-leap Well, Lines composed a few miles above Tintern Abbey, Yarrow Unvisited, Yarrow Visited, Yarrow Revisited; *Tennyson*:—In Memoriam (one paper).

2.—(1) A Brief History of the English Language—By O. F. Emerson (The Macmillan Co.).

(2) The History of English Literature as developed in the lives of the following in *The English Men of Letters Series*: Chaucer, Spenser, Milton, Pope, Goldsmith, Wordsworth, Tennyson (one paper).

September, 1912.

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## LOGARITHMIC AND TRIGONOMETRIC TABLES FOR USE AT DEPARTMENTAL EXAMINATIONS

(Exam. Form No. 65)

In future, Logarithmic and Trigonometric Tables necessary for the solution of the problems in Trigonometry, etc., will not be printed on the examination papers. High School Boards are, accordingly, requested to supply their libraries with a sufficient number of books of tables to allow each candidate writing on the Upper School examinations to have the use of a copy during the examinations in mathematics.

Five-figure tables are sufficient for the work required at the examinations.

The Associate Examiners at the Departmental examination last summer recommend any of the following books as suitable:

Logarithmic and Trigonometric Tables. J. B. Dale. Pub. by Edward Arnold. Price, 2 shillings net.

Five-place Logarithmic and Trigonometric Tables. Wentworth & Hill. Pub. by Ginn & Co. Price, 50 cents.

Five-figure Logarithmic and Other Tables. Frank Castle. Pub. by Macmillan & Co. Price, 1 shilling.

November 15, 1912.

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## DUTIES OF THE REGISTRAR WITH RESPECT TO EXAMINATIONS

(Instructions No. 7)

1. The Registrar of the Department of Education shall preside, as Chairman, at all meetings of the Boards of Examiners, or of any committee thereof, and shall furnish all necessary information. All cases of dispute at meetings of the Boards or Committees shall be settled by a majority of the Examiners-in-chief. In case of a tie the Chairman shall have the casting vote.

2. During the reading of the answer papers the Registrar shall see that the instructions to Associate Examiners hereinafter outlined are observed. He shall assign a pseudonym to each Associate Examiner and shall have power, in case of necessity, to transfer Associate Examiners from one section to another.

3. As far as practicable he shall disclose to no one the name of any candidate or of his examination centre.

4. He shall exercise a general supervision over the printing and distribution of the question papers, and over the sorting, numbering, and otherwise preparing the envelopes containing the answers, so that the answers may be conveniently read by the Examiners-in-chief and the Associate Examiners. He shall have charge of the reading of the answer papers, and, after the reading, he shall superintend the entering of the marks in the books by the clerks of the Department and the preparation of the results so that they may clearly indicate the subjects in which candidates have passed or failed.

5. He shall take the necessary steps in order that appeals may be read as speedily as possible.

### Duties of Examiners-in-Chief

6. Each Examiner-in-chief shall be required to discharge all duties pertaining to his office, and no duty which an Examiner-in-chief is appointed to perform shall be delegated to another Examiner-in-chief without the approval of the Minister or the University Matriculation Board, as the case may be. Each Examiner-in-chief shall prepare the examination papers assigned to him within the limits of the courses of study for which they are prescribed, and of the authorized text-books.

7. The papers set for the examinations for entrance into the Faculties of Education, the Normal Schools, and the Model Schools, shall be prepared in accordance with the requirements of candidates desiring to become teachers.

8. The Examiners-in-chief are directed to take care that changes in the general character or style of the questions in any subject, are introduced judiciously and gradually, in order that there may be no sudden breaches of continuity in the character of the papers.

9. In the prose composition papers in Classics and Modern Languages the vocabulary and idioms required shall be such as are found in the prescribed authors and text-books.

10. Each paper in a department shall be signed by the Examiner-in-chief in that department, and shall be approved by the Board of Examiners at a meeting held for the purpose before it is submitted to the Registrar to be printed for distribution to the examination centres.

11. The Examiners-in-chief shall be present at the beginning of the reading of the answer papers. Each Examiner-in-chief shall discuss with the Associate Examiners in his section the character of the answers required by the questions, and especially the value of incomplete or imperfect answers, so as to insure, as far as possible, uniform marking. In cases of differences of opinion on any point the decision of the Examiner-in-chief shall be final; and *without the consent of the Examiner-in-chief concerned, no Associate Examiner shall set aside any part of the agreement made as the result of this discussion.* Any additional necessary allowance shall be made by the Revising Committee on the report of the chairman of the section through the Registrar, but no such allowance shall be made without the consent of the Minister or of the University Matriculation Board, as the case may be.

12. Such of the Examiners-in-chief as may be appointed a Revising Committee shall duly consider and report upon all doubtful and special cases. They shall also decide the cases, if any, in which the answer papers shall be re-read by the Examiners-in-chief. Before the results of the examination are published the report of the Revising Committee thereon shall have the approval of the Minister or of the University Matriculation Board, as the case may be.

13. With such assistants as may be appointed for that purpose, the Examiners-in-chief shall re-read at the Department the papers of all Normal Entrance and Faculty Entrance candidates who fail by not more than a reasonable margin in any way. They shall also read the appeals and make, through the Revising Committee, such reports as are provided for in 12 above.

14. The Examiners-in-chief shall report, through the Registrar, to the Minister and to the University Matriculation Board the pseudonyms of all Associate Examiners whose work appears to have been performed with carelessness or incapacity, or who have shown any substantial disregard of their instructions.

#### Duties of Associate Examiners

15. The Associate Examiners shall be classified into sections according to the subjects of examination, and a chairman shall be appointed in each section by the Registrar. The Chairman of each section shall have a general oversight of the work done in his section, and shall see that the regulations are carried out *and that the marking is uniform.* He shall also report to the Revising Committee, through the Registrar, any matters that require its attention, but such report shall have first been submitted to the Examiner-in-chief.

16. An Associate Examiner shall not have in hand more than ten papers at one time, nor shall he have more than one envelope open upon his table at one time, and he shall return each examination book to its proper envelope. As soon



as an examination book is removed from its envelope the candidate's number shall be placed on the front page of the book. *The envelopes, with their enclosures, must be returned in the numerical order in which they are received.* In cases of suspected copying, the Associate Examiner shall note on the face of the envelope, "Copying, see No. . . . ., question . . . . .," and through the chairman of the section report the case at once to the Registrar. In such cases the Associate Examiner and the chairman of the section shall make a detailed report of the grounds of suspicion, when so requested by the Registrar.

17. In the case of the papers in *English Grammar, Literature, and Composition*, one mark shall be deducted for each mis-spelt word and one mark for each instance of incorrect English. At all examinations in Arithmetic, either arithmetical or algebraical solutions shall be accepted.

18. In reading the answer papers each Associate Examiner shall mark distinctly in the left hand margin the value assigned by him to each answer or partial answer, and shall place the total on each page at the foot of the margin and enter this total at the top of the next page; he shall place the result on the face of the envelope, indicating in the case of the papers in *English Grammar, Literature, and Composition*, the deduction for mis-spelt words and incorrect English thereon, thus, *e.g.*, Grammar, 80—2 sp.—4 f. s. = 74. He shall also sign his pseudonym on the envelope of each examination book examined.

19. Associate Examiners shall be in their respective places so that the reading may commence promptly at the time specified, viz., 9 a.m. and 2 p.m., and no Associate Examiner shall stop work before the hours of closing, viz., 12 noon and 5 p.m., without reporting to the chairman of the section and obtaining his consent.

20. Associate Examiners shall refrain from all unnecessary conversation or other causes of disturbance and shall devote themselves strictly to the work of the examination; they shall keep a record of the number of papers read each day and shall report the results of their work to the chairmen of their respective sections. In no case shall any record of the candidates' numbers or of the marks assigned be taken outside the examination room.

21. *Associate Examiners shall not at any time enter the rooms of other sections unless when it is necessary to do so in entering or leaving their own rooms, or when the sanction of the Registrar has been obtained.*

22. *The work is confidential throughout.* Should the identity of an examination centre or of any particular candidate be discovered by an Associate Examiner, he shall report the fact without delay to the Registrar, who shall change the Associate Examiner, or make such other arrangements as he may deem expedient.

23. The instructions herein contained, so far as they relate to the examinations of the Department of Education and to matriculation into the University, shall be subject to amendment from time to time with the approval of the Minister and of the University Matriculation Board respectively.

June, 1912.

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## ANNUAL DEPARTMENTAL EXAMINATIONS

(Instructions No. 5)

## Instructions to Presiding Officers

Presiding Officers are requested to peruse carefully the following instructions and see that they are fully carried out:—

1. Each Inspector, or such other person as may be appointed a Presiding Officer by the Minister, shall receive from the Department or the Inspector the examination papers, and shall thereupon be responsible for the safe-keeping of the bag and its contents until the examination is concluded.

2. On the receipt of the bag containing the question papers the Presiding Officer will see that *the seal is intact*. The bag can be opened by cutting the cord, and when opened, the names and numbers of the envelopes containing the question papers should be verified with the time-table. Should any question envelopes be missing, *telegraph the Department at once*.

3. The Presiding Officer will satisfy himself that all necessary arrangements are made by the School Board in due time for the examination. If the trustees have not placed a clock in each room used for examination purposes, the Presiding Officer shall have power to hire the use of one for each room during the time required for the examination, and charge the same as part of the expenses of the examination.

4. The Presiding Officer shall, if there is sufficient accommodation and if sufficient papers have been received, admit candidates who, through some oversight, did not send their applications to the Inspector. The names of such candidates are to be entered in the Supplementary List (Form No. 181), specially provided, with such information as is required of the other candidates. This list and the required part of the fee, with one dollar additional as provided, shall be sent by the Presiding Officer to the Department. The remainder of the fee shall be sent to the Board that bears the expenses of the examination.

5. The Presiding Officer shall exercise necessary vigilance at all times while the candidates are engaged in writing, and he *shall not give his attention to any work other than that which pertains to his duties as Presiding Officer*. He shall take all necessary care to *render it impossible for the instructions to candidates to be violated without his knowledge*. This instruction (5) is to be observed, *however small may be the number of candidates*.

6. In the examination room candidates, whether writing on the same subject or on different subjects, shall be seated at least five feet apart. All diagrams or maps having reference to the subject of examination shall be removed from the room, and books, papers, etc., removed from the desks; all arrangements shall be completed, and the necessary stationery distributed at least *fifteen minutes* before the time appointed for the commencement of the first subject of the examination, and at least *five minutes* before each other subject is begun.

7. The necessary stationery includes pens, blotting-paper, black ink of a uniform colour, and the authorized examination books. Each candidate will receive *one* examination-book, *one* sheet of squared paper (when necessary), and *one* answer-envelope at the *beginning of each examination period* and other books as required during said period. No paper other than those mentioned herein shall be distributed to the candidates, and no paper, examination-book or other book shall be brought into the room by any candidate. (The Presiding Officer's attention



is called to the instructions as to the use of the examination-books on the first page thereof.)

8. In order to facilitate the answering of questions on the papers in Mathematics which may require the drawing of graphs, candidates at such examinations shall be provided with sheets of squared paper.

9. The Presiding Officer will hand out one sheet of squared paper with each question paper requiring its use. Additional sheets may be given, one at a time, to candidates as required. Great care must be taken in accounting for all sheets distributed.

10. The Presiding Officer will require each candidate to attach each sheet, as soon as received, to the top of one of the pages of his examination book. A gummed margin has been provided for this purpose at the top of the reverse side of the sheet.

11. *No person except the Presiding Officers and any necessary attendants shall be present with the candidates in any room at the examination; and at least one Presiding Officer shall be present during the whole time of the examination in each room occupied by the candidates. A Presiding Officer shall not have in his charge at one time more than twenty-five candidates. No conversation or other noise which might disturb the candidates shall be allowed in the vicinity of the examination room.*

12. The Presiding Officer shall, as indicated on the time-table, read to the candidates their duties, drawing attention to any feature of them that may require special care during the examination, and emphasizing the directions to the candidates as to the manner in which the slips are to be attached to the envelopes. Great care should be taken in distributing the proper number and kind of envelopes and examination-books and in accounting for such envelopes and examination-books as have been distributed. [Also see (3) (a) page 9.]

13. *Punctually* at the time appointed for the commencement of each examination the Presiding Officer shall, in the examination-room and in the presence of the candidates and other assistant Presiding Officers (if any), break the seal of the envelope containing the question papers, and give them to the assistant officers and to the candidates. The papers of only the subject or subjects required shall be opened at one time. Until the examination in the subject is over, no examination papers other than those which the candidates receive shall be taken out of the room.

14. *Punctually* at the expiration of the time allowed the Presiding Officer shall direct the candidates to stop writing, and cause them to hand in their answer papers immediately, duly fastened in the envelopes.

15. The Presiding Officer shall keep upon his desk the tally-list (check-list of candidates and subjects), and as each paper in any subject is handed in (and he should carefully note the superscription of the envelope—the subject and the candidate's name), he shall check the same by entering the figure "1" opposite the name of the candidate. The Presiding Officer will enter the names of the candidates on the tally-list *in the same order as found on the official list of candidates* (Form 44 or 44A). The names of extra candidates are to be added after the names of those on the official list. After the papers are handed to the Presiding Officer he shall not allow the answer-envelopes to be opened, and he shall be responsible for their safekeeping until transmitted to the Department. The answer-papers as well as the question-papers should be kept in a safe, or in a room with the windows fastened and doors securely locked by a cylinder lock.



16. Oral Reading is prescribed for each of the following examinations:—Senior High School Entrance, Senior Public School Graduation, Model Entrance, and the Lower School examination for entrance into the Normal Schools and Faculties of Education. The Presiding Officer is required to test the candidate's knowledge of the principles by questions based on the passage or passages read as well as his ability to read intelligently and intelligibly. The maximum value to be assigned is 50 marks, which is to be apportioned as follows:—Reading, 35; questions on the principles, 15. The Form for reporting the marks assigned in Reading will be found in the envelope with the question papers. The examination may be conducted at the times suggested on the time-table or at such other times as will cause the least inconvenience to the candidates. It is essential that the Inspector should nominate as Presiding Officers teachers who will be competent to conduct the examination in Oral Reading. In notifying them of their appointment the Inspector should bring to their attention the necessity of fully preparing themselves in advance for the proper conduct of the examination.

17. For special instructions regarding the examinations in Biology, etc., see the circular (Instructions No. 6) which is forwarded to each Presiding Officer prior to the examination.

### Instructions to Candidates

(To be read to candidates as indicated on time-table)

1. Each candidate shall satisfy the Presiding Officer as to his personal identity before the commencement of the first day's examination, and any person detected in attempting to personate a candidate shall be reported to the Department. The Presiding Officer is authorized to refuse the application of any candidate who presents himself at any centre other than that nearest his usual place of residence, unless the candidate's explanation of his course in so presenting himself is in every way satisfactory to the Presiding Officer.

2. Candidates shall be in their allotted places before the hour appointed for the commencement of the examination. If a candidate be not present till after the appointed time, he shall not be allowed any additional time. No candidate shall be permitted, on any pretence whatever, to enter the room after the expiration of an hour from the commencement of the examination. The Presiding Officer is authorized to refuse admission even within the hour if the candidate's explanation is in any sense unsatisfactory, or if he has reason to suspect collusion between the newly-admitted candidate and other candidates.

3. A candidate shall not leave the room within *one hour* after the distribution of the examination papers in any subject; and, if he then leave, he shall not be permitted to return during the examination on such subject.

4. Every candidate shall conduct himself in strict accordance with the instructions. Should he violate the instructions to be found in sections 5 and 6 below, or on the first page of the examination book; should he take into the room or have in his possession, in his desk, or on his person, any book, notes, paper, or anything from which he may derive assistance; should he talk, whisper, or make signs to another candidate; *should he leave his answers so exposed that any candidate may copy from him*; should he give or receive aid or extraneous assistance of any kind whatsoever, his examination will be cancelled, and he will be debarred from presenting himself at any Departmental examinations for two years. Should the Presiding

Officer obtain clear evidence of the violation of these instructions at the time of its occurrence he shall cause the candidate concerned at once to leave the room; he shall strike his name from the list of candidates; and he shall not permit him to return to the room during the remaining part of the examination. If, however, the evidence be not complete at the time, or be obtained after the close of the examination, the Presiding Officer shall report the case to the Department.

5. Every candidate shall write the name of the subject of examination very distinctly at the top of each page of his examination-book. If he write his name or any distinguishing mark on his examination-book, or if he tear any paper from this book, or if he insert in this book any matter not pertinent to the examination, or if he use any paper or book or ink other than that provided, his examination may be cancelled.

6. The candidate shall write his answers and full solutions on the ruled sides of the leaves of his examination-book or books (if more than one be needed); he may use the unruled sides in preparing the answers in rough. He shall fold his examination-book (or books) once across, place it in the envelope provided by the Presiding Officer, seal the envelope, write on the outside of the envelope the subject of examination only, and, on the slip provided, his name in full (surname preceding), and then securely fasten the slip to the envelope, as instructed by the Presiding Officer. Candidates should see that their answers are placed in the proper envelopes. Scholarship candidates should designate their answers, and also the envelopes containing their answers, "Pass" or "Honour," according to the papers taken.

Every candidate competing for a scholarship who also desires standing for Entrance into the Faculties of Education must write upon all the subjects of this Entrance course which are not included in his scholarship examination. He must place the answers in his scholarship subjects in the scholarship (red) envelopes, and the answers in the Entrance subjects in regular Entrance envelopes.

7. Candidates for the examinations for Entrance into the Normal Schools or the Faculties of Education who take extra Matriculation papers for the *purpose of Matriculation standing*, should place the answers to such extra papers in Matriculation envelopes and the Presiding Officer shall enter their names (if this has not already been done) on the matriculation tally-list. If their names are not entered on the official name list (Form 44) the additional Matriculation fee of \$3.00 should be collected from them. Such extra matriculation answer papers are to be forwarded to the Department along with the answers of the regular matriculation candidates.

8. Normal Entrance papers will not be accepted for Matriculation purposes except in the case of a candidate who writes on the full Normal Entrance examination and on the additional language papers necessary to complete Matriculation.

9. Candidates are also reminded that the Presiding Officer is not allowed to make *any explanation* or other statement regarding the probable meaning of any question or to *give any advice* as to what question should be answered by the candidates or how any question should be answered.

Should an error appear to have been made in any question, *no attention* shall be drawn to it during the time of examination by either the Presiding Officer or any of the candidates. Candidates may, however, at the end of the examination period submit the matter to the Presiding Officer, who, if he considers it necessary, will report on the matter to the Department at the close of the examination.

10. In case of the illness of any candidate affecting his examination, the Presiding Officer should report full particulars to the Department *immediately at the close of the examination*, and his report should be accompanied by a *medical certificate*, stating precisely the nature of the illness and the time and duration of its occurrence. Other occurrences interfering with a candidate's examination should be reported at the same time. Certificates received or circumstances reported after this date will not be considered by the Board of Examiners when determining the results of the examination.

To be read to candidates by the Principal previous to the examination.

11. Candidates should see that they use the correct answer envelopes, as follows:—

(a) Senior High School Entrance and Senior Public School Graduation candidates use the white envelopes designated (in green ink) "Senior High School Entrance examination" and "Senior Public School Graduation examination" respectively.

(b) Lower School examination candidates use the manilla envelopes designated (in purple ink), "Lower School examination for Entrance into Normal Schools and Faculties of Education."

(c) Model School Entrance candidates use the manilla envelopes designated (in green ink), "Entrance into Model Schools."

(d) Normal School Entrance candidates use the manilla envelopes designated (in red ink), "Middle School examination for Entrance into the Normal Schools."

(e) Faculty Entrance candidates use the manilla envelopes designated (in black ink), "Examination for Entrance into the Faculties of Education."

(f) Pass (junior) Matriculants use the white envelopes designated (in red ink), "Junior Matriculation."

(g) Honour (senior) Matriculants use the white envelopes designated (in black ink), "Honour Matriculation."

(h) Scholarship candidates use the red envelopes designated "Matriculation Examination (Scholarship)" for all their matriculation papers, whether pass or honour.

(i) Candidates for more than one of the above examinations will place their answers for the different examinations in the respective envelopes as indicated above.

12. Scholarship candidates who desire standing for Entrance into the Faculties of Education should not make application therefor until after the scholarship results are made known.

13. The Department does not furnish statements of the matriculation standing obtained by scholarship candidates, either for *pass* or *honours*.

14. As certificates for Entrance into the Normal Schools or into the Faculties of Education are accepted *pro tanto* for matriculation purposes, matriculation certificates covering the subjects included in the former certificates are not issued except in the case of candidates who write on the full Normal Entrance examination, and on the additional language papers necessary to complete matriculation.

15. The answer papers of all candidates are read carefully by boards of Associate Examiners selected from the successful teachers of the Province. All papers on a subject are valued according to a uniform scale of marks decided upon by the Examiner-in-chief in consultation with the section of Associate Examiners in charge of that subject. Every paper which is valued near the pass mark by an Associate Examiner is re-read by the chairman of the section.



After the results are made up from the marks thus assigned, the papers of all candidates for Model, Normal and Faculty Entrance examinations who fail by not more than a reasonable margin in any way, are immediately re-read by the Examiners-in-chief. Candidates who still fail in this supplementary reading are sent statements of marks endorsed with the word "Re-read." No further appeal is allowed in such cases.

In addition to the precautions outlined above, the addition and transferring of marks is carefully checked on all answer papers by a competent staff of clerks.

No appeal is allowed against scholarship awards.

In all other cases of failure where the statements of marks are not endorsed as "Re-read," an appeal is allowed if desired. In view of all the precautions taken, however, an appeal on any of the Entrance examinations would seem to be useless.

16. Pupils making appeals must state where they wrote and the examination attempted. Principals sending in appeals in behalf of students should make *each appeal on a separate sheet of paper*. The fee is \$2, which is refunded if the appeal is sustained.

17. Any candidate who is prevented from attending the examination for which he applied may have his fee returned by applying to the School Board or other body that bears the expense of the examination for that part which it receives and to the Department for that part which it receives.

18. Candidates who do not make application until after the date prescribed shall be charged \$1 extra.

### **Making Reports and Returning Answers to the Department**

1. The Presiding Officer shall report to the Department at the close of the examination in the "remarks" column of the Diagram Blank (Form 292) any particulars in which the instructions, etc., were not observed, and he shall mention any facts regarding the examination that he deems expedient to have brought before the Boards of Examiners. The Presiding Officer and his assistants shall sign a declaration that in all other respects the instructions and regulations were fully complied with.

2. The Presiding Officer, as part of his report to the Department, shall send a diagram of *each room* on the forms provided (Form 292), showing the position occupied by each candidate and Assistant Presiding Officer during the examination. *Candidates shall not be permitted to change positions.*

3—(a) The Presiding Officer shall not arrange the answer-papers according to subjects, but shall arrange them so that all the answers of each candidate for examination shall be sent together [except as specified in (b)] and in the order in which their names appear on the list of candidates for the examination. (Form 44 or 44A.) To facilitate this, elastic bands have been supplied, one for each candidate's set of answers.

(b) Where a candidate takes papers belonging to different examinations, such papers are to be divided according to the examinations taken and each parcel sent with those of the other candidates for these examinations, except that all the pass and honour matriculation answer-papers written by a *scholarship candidate* should be placed in red envelopes and returned in one parcel at the close of the Scholarship examination, and such papers should be checked upon the scholarship tally-list.

4. The prompt return of the answers to the Department at the close of the respective examinations is essential, and may be greatly facilitated if the answers are sorted at the close of each day's examination. All diagrams and reports (*except the tally-list*) should be forwarded to the Department *by post* on the respective days that the answers are forwarded. The tally-list of each examination must be returned in its respective bag with the candidates' answer-envelopes.

5. The answers of the candidates taking (a) the Lower School examination for Entrance into the Normal Schools and the Faculties of Education, (b) the examination for Entrance into the Model Schools, (c) the Senior High School Entrance examination, and (d) the Senior Public School Graduation examination, together with the corresponding tally-lists, shall be returned securely tied, at the close of these examinations, in one of the bags provided.

6. The answers of the candidates for the examinations for (a) Entrance into the Normal Schools, (b) Junior Matriculation, (c) Entrance into the Faculties of Education, (d) Honour Matriculation, and (e) Scholarships, together with the corresponding tally-lists, shall be returned in separate parcels, securely tied, at the close of these examinations, in one of the bags provided.

7. (a) Each bag shall be so folded and tied that the words, "The property of the Department of Education" will be outwards. The shipping tag should be securely attached to the strap on each bag.

(b) All the express charges must be prepaid, and no commercial value should be placed upon the bags and contents.

(c) All surplus examination papers may be given at the close of the examination to the Principal of the school.

(d) All surplus answer-envelopes and name slips should be returned to the Department in one of the bags containing candidates' answers.

#### **Expenses of the Examination**

The Treasurer of the High School Board or of the Public School Board of the school where the examination is held shall pay, on the certificate of the Public School Inspector, all the expenses of the examination, which shall include the following:

1. For preparing the list of candidates the Inspector shall be entitled to the remuneration of \$2.00, providing that the number of the candidates writing does not exceed twenty. For each additional twenty candidates or fraction of that number the Inspector shall be entitled to an additional dollar. It is to be understood that the number of applications received, and not the examinations on which candidates write, will determine the amount paid for this service.

2. For conducting the examination each Presiding Officer and each Assistant Presiding Officer shall be entitled to \$5.00 a day and return railway fare or the ordinary cost of conveyance.

3. For meeting the incidental expenses of the examination, the cost of stationery, etc., and the payments for any additional services required during the examination.

#### **General Information and Instructions**

1. The examination fees are: Senior High School Entrance, \$5; Senior Public School Graduation, \$5; Lower School examination for Entrance into Normal Schools and Faculties of Education, \$3; Entrance into the Model Schools, \$5; Entrance into the Normal Schools, \$5; Entrance into the Faculties of Education,

Part I and Part II, each \$5, taken together, \$8; if this examination be divided, as provided in the High School Regulations of 1911, page 57, Sec. 8 (2), \$3 for each part, three or four parts, \$8; Junior Matriculation, \$8, not more than four papers, \$3, more than four papers, \$8. Honour or Scholarship Matriculation, not more than four papers, \$5, more than four papers, \$10. If the fees for the examination which a candidate desires to take amount to more than \$10, only \$10 will be required.

Attention is directed to the scale of fees to be paid by candidates. When the fee is \$10, \$8, \$6, \$5 or \$3 the amount to be sent to the Department is \$6, \$5, \$4, \$3 or \$2 respectively. The remainder of the fees received is to be forwarded to the School Board or other body that bears the expenses of the examination.

**NOTE.**—The Inspector is requested to forward the fees due the Department per bank draft or money order. Cheques should not be forwarded.

2. Applications will not be received by the Inspector after the prescribed day, and candidates are reminded that they should in no case forward their applications to the Department. If the candidate should, through an oversight, neglect to have his application duly sent to the Inspector, he may present himself at the examination, when the Presiding Officer is at liberty to admit him, provided there is the necessary accommodation, and that a sufficient number of question-papers has been forwarded. An additional fee of \$1 will be exacted by the Presiding Officer from a candidate who presents himself in this way.

January, 1912.

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## TEACHERS' INSTITUTES

(Circular No. 12)

### I. Statutory Provisions

*(Section 87 of the Public Schools Act as Amended in 1912.)*

1. Subject to the Regulations, teachers may organize themselves into Teachers' Institutes for the purpose of receiving instruction in methods of teaching and for discussing educational methods.

2. The Minister may out of any moneys appropriated for that purpose apportion \$25 to each Teachers' Institute so organized and conducted according to the Regulations, where the number of teachers in the Inspectorate or united Inspectorate is 100 or less, and where it is more than 100, \$25 for each additional 100 or portion thereof, and the council of each county, city, or separated town, or town in territory without county organization, shall pay annually to the president of each Teachers' Institute established within such county, city, or town, a sum at least equal to the amount so apportioned.

If the teachers in an inspectorate composed of a city and part of a county, are united in one Teachers' Institute, the corporation of each municipality shall pay its share of the legislative grant in the proportion that the number of teachers in each inspectorate bears to the total number of teachers in the combined inspectorates.



3. In territory without county organization, the Minister may apportion \$50 to each Teachers' Institute where there is no city or town council liable for such contribution.

## II. Departmental Regulations

1. On the report of the Inspector or the Inspectors, as the case may be, and with the approval of the Minister of Education:—

(1) The teachers of an Inspectorate may organize themselves into one or more Institutes; and

(2) The teachers of two or more Inspectorates may organize themselves into one Institute.

2.—(1) The officers of an Institute shall be a President, a Vice-President, a Treasurer and a Secretary or a Secretary-Treasurer, and when necessary a Librarian.

(2) The President, the Vice-President, the immediate Past-President, and the Inspector or Inspectors, as the case may be, together with not more than six other members to be chosen annually in whatever manner the members of the Institute may decide, shall constitute the Executive Committee.

(3) In addition to the powers and duties assigned herewith to the Executive Committee it shall have such other powers and perform such other duties as the Institute may assign to it.

(4) The Institute may also appoint committees for special purposes.

3.—(1) Each Institute shall hold at least one annual meeting on a Thursday and a Friday at a centre to be determined by the Executive Committee. When a lecturer is provided by the Department of Education, the latter will fix the dates of the meetings. In other cases they shall be fixed by the Executive Committee of the Institute.

(2) Each Institute shall hold two day sessions each day and one evening session, the length of each to be determined by the Executive Committee.

(3) Additional evening meetings and, when permitted by the Board of School Trustees concerned, additional day meetings on school days may also be held throughout the year as may be arranged for by the Executive Committee.

NOTE.—In some localities where there are graded Schools the Boards authorize the closing of the Schools after 2.30 or 3 on certain days.

(4) In cities where more than one Institute have been established, the members of the different Institutes shall attend in one body an evening meeting, and at least one day session at which may be discussed matters of interest to all the teachers of the city. The arrangements for such meetings shall be made by joint action of the Executive Committees, and the Presiding Officer and the Secretary of the combined meetings shall be the President and the Secretary who have had longest experience as educationists.

(5) In Institutes consisting of the teachers of more than one municipality one or more of the day sessions and an evening session may be held at the discretion and under the direction of the Inspector at some school or schools or other suitable building or buildings in each of the municipalities.

(6) The members of an Institute may meet in one body or in Grade sections as may be determined from time to time by the Executive Committee, with such organization in the case of Grade sections, as may be determined by the members thereof.

4.—(1) The Public School, the lay Roman Catholic Separate School, and the Continuation School Grade C teachers, whose schools are situated within the Inspectorate or Inspectorates constituting an Institute shall become members thereof and shall attend all the meetings promptly and regularly.

(2) Registration as members of and attendance at, an Institute on the part of teachers of Roman Catholic Separate Schools who are members of Religious Orders are optional, but are strongly recommended by the Minister of Education.

(3) During the attendance of teachers who become members of an Institute their schools or their classes, as the case may be, shall be closed.

(4) Attendance is optional on the part of the teachers of High Schools, Collegiate Institutes, and Continuation Schools Grades A and B, but attendance is strongly recommended by the Minister of Education. The Principals of such schools may close one or more of the school grades for all or part of the time of the Institute meetings to allow the staff or members thereof to take part in the business, and the teachers so set free shall attend the meetings under the same conditions as the ordinary members.

5. For reasons satisfactory to the Inspector—

(1) A teacher may be excused from attending all or any of the meetings of the Institute.

(2) A teacher may attend the Institute meeting of an adjoining Inspectorate in lieu of the meeting of the Institute to which he would properly belong.

6.—(1) It shall be the duty of the teacher who absents himself from any of the sessions of the Institute, or from any part thereof, to report to his Inspector such absence with the reason therefor.

(2) It shall be the duty of the Inspector concerned—

(a) To take such measures to secure prompt and regular attendance during the meeting of the Institute as may, in his judgment, appear to be necessary; and

(b) To report to their respective School Boards, and, when in his judgment necessary, to the Minister of Education, teachers who, for reasons unsatisfactory to the Inspector, have absented themselves from any part of the day or evening sessions or who have not complied with the provisions of (1) above, and to take such other steps as may appear to him to be desirable.

**NOTE.**—The Institutes are maintained for the professional improvement of teachers. To this end the schools are closed for two days, grants are made by the Legislature and the municipalities, and free instruction is provided by Departmental lecturers. Accordingly, teachers owe it to the public and to themselves to take full advantage of the opportunities thus offered, by diligent application to the work of the Institute and prompt and continuous attendance at its meetings.

7.—(1) The programme of the work to be taken up by the Institute shall be prepared by the Executive Committee.

(2) The programme shall be sent at least two weeks before the day of the meeting to the members of the Institute, the Boards of Trustees employing them, and the Minister of Education.

**NOTE.**—As heretofore the Department will continue to supply a lecturer, but the responsibility for the efficiency and success of the Institute devolves upon the members, who should construct a programme that will be both instructive and interesting, having due regard to the object of the Institute as set forth in the section of the Statute quoted above.

8. With the approval of the Minister the Executive of an Institute may substitute for all or part of the annual meeting a visit of inspection by the members of the Institute to other schools or institutions of an educational character.

9. An annual membership fee, not exceeding one dollar, may be fixed by the Institute. The fee when so fixed shall be compulsory and shall be paid on or before the first day of the Institute meetings. Only members who have paid it shall be eligible for office or entitled to vote.

10. The Legislative grant and its municipal equivalent and any other receipts shall be used in defraying the necessary expenses of conducting the Institute. These expenses may include the payment of special lecturers, the whole or part of the cost of a professional magazine for each member, and the provision of one or more professional libraries for the use of the members.

11.—(1) Two auditors shall be appointed annually by the members of the Institute at their annual meeting.

(2) There shall be sent not later than December 31st of each year to the Minister of Education and to the Council or the Board, as the case may be, of the body providing the equivalent of the Legislative grant:

(a) A report of the total registered attendance and the total number of teachers of each class eligible for membership, computed under 4 above; and

(b) A report in detail of the receipts and expenditure for the preceding year, with a copy of the report of the auditors as adopted by the Institute.

12. It is desirable that each Institute should appoint at least one of its members to represent it at the next ensuing meeting of the Ontario Educational Association.

13. Instructions may be issued by the Minister of Education from time to time to Inspectors or other officers for carrying out the provisions of the foregoing regulations.

14. All former Regulations of the Department of Education that are inconsistent with the foregoing Regulations are hereby repealed.

August, 1912.

## THE STRATHCONA TRUST

(Instructions No. 10½)

Physical Training and Drill are included in the Courses of Study in the Schools of the Provinces of Canada. Lord Strathcona has donated a sum of money and placed it at the disposal of a Committee which has been called "The Strathcona Trust." The interest on the money invested is to be annually divided between the Provinces, according to their respective populations, and would result in each getting approximately the following percentage:—

Ontario . . . . .	38 %	Prince Edward Island . . . . .	1.8%
Quebec . . . . .	29 %	Manitoba . . . . .	6 %
New Brunswick . . . . .	5.8%	British Columbia . . . . .	3.2%
Nova Scotia . . . . .	8 %	Alberta . . . . .	3.2%
Saskatchewan . . . . .	5%		



The Fund is intended as a stimulus or inspiration to the teachers and scholars of the schools in the teaching and study of the above mentioned Courses of Instruction.

The general regulations of the Strathcona Trust for Canada provide that fifty per cent. of the whole amount for each Province shall be given for physical training in the schools under the Department of Education; thirty-five per cent. for Military Drill, and fifteen per cent. for Rifle Shooting.

Of the \$10,900 allotted to Ontario, \$2,180, as stated below, is apportioned to the High Schools; the balance, \$8,720, is for Public and Separate Schools; \$4,360 of the \$8,720 is to be given on account of Physical Training; \$3,052 for Military Drill, and \$1,308 for Rifle Shooting.

The attention of the Public School Inspectors is especially drawn to the regulations regarding the awarding of the prizes. The matter should, therefore, be brought to the notice of the Teachers' Institute, so that a Committee could be appointed and a decision arrived at regarding the mode of competitions, and the means of carrying the same into effect. The result of the competitions should be forwarded to the Deputy Minister of Education, immediately after the events, so that action may be taken by the Local Committee of the Strathcona Trust for paying the amounts for the prizes.

The Local Committee of the Strathcona Trust for Ontario has recommended that \$2,180 out of the \$10,900 set apart in 1912 for Ontario shall be given to the High Schools; \$1,090 for Physical Training; \$763 for Military Drill, and \$327 for Rifle Shooting. The amount under each head will be divided proportionately among the four districts, according to average attendance, of the High Schools and Collegiate Institutes in the three Military Districts of Ontario, and that portion of Military District 10 that is in Ontario. Fifty per cent. of the remainder will be set apart for the Public School Inspectorates of the Province for Physical Training for the Public and Separate Schools. The balance in each department will be divided proportionally between the Public and Separate Schools on the basis of attendance.

The amount to the credit of the Public and Separate Schools for Military Drill and Rifle Shooting will be divided among the different Public and Separate School inspectorial districts of the Province proportionally on the basis of the attendance.

The following regulations, which have been adopted by the Local Committee of the Strathcona Trust for Ontario, are accepted by the Minister of Education for the Public, Separate and High Schools of Ontario.

#### Physical Training

1. That such proportion of the amount placed to the credit of the Province of Ontario each year for Physical Training, as may be decided by the Local Committee of the Strathcona Trust, shall be set apart for High Schools, and the balance for the Public and Separate Schools.

2. That in case there is in any county or city no system of Physical Training approved by the Local Committee of the Strathcona Trust for the Province, the share of such municipality shall be retained by the Local Committee of the Strathcona Trust for the Province, to be used in such ways as, in the opinion of the said Local Committee, will best promote Physical Training in the schools of the Province.

### Public and Separate Schools

(a) That a standing committee on Physical Training be appointed by the Teachers' Institute in each inspectoral district, of which the inspector shall be convener. (At least one Separate School representative should be on the committee, if possible.)

(b) That a special prize or trophy be offered for the best class in the county or city.

(c) That two prizes, first and second, be offered for the best classes in each township.

(d) That cities may be divided into districts, and prizes be given for each district.

(e) That a medal or trophy be awarded to the teacher of the class or school winning first prize in a county, township, city or district competition.

(f) That the judges in competitions in Physical Training be appointed by the Standing Committee of the county or city Teachers' Institute. No person connected either as trustee or teacher, with the schools taking part in the competition shall be a judge.

(g) That county and township competitions for trophies should be conducted in connection with the county and township fairs.

(h) That the competitions each year be based on the portions of the authorized text-book\* on Physical Training selected by the Local Committee of the Strathcona Trust for the Province.

(i) That in addition to the trophies awarded for proficiency in physical exercises prizes be awarded on the report of the Inspectors to the schools that reach the highest standing in the hygienic and sanitary conditions that promote most fully the health and physical development of pupils.

### High Schools

1. That a standing committee on Physical Training be appointed, composed of the High School Inspectors, of which the inspector who is senior by reason of length of service shall be convener.

2. That the committee shall make its recommendation, and base its awards according to the provisions regarding Public Schools, so far as they can be made applicable to the High Schools and Collegiate Institutes.

### Military Drill

1. That such proportion of the amount placed to the credit of the Province of Ontario each year for military drill, as may be decided by the Local Committee of the Strathcona Trust, shall be set apart for High Schools, and the balance shall be divided proportionally between the Public Schools and the Separate Schools, on the basis of the registered school attendance, as contained in the last published report of the Minister of Education.

2. That in case there is in any county, or city, no cadet system, or other form of Military Training, approved by the Local Committee of the Strathcona Trust for the Province, the share of such municipality shall be retained by the Local Committee of the Strathcona Trust for the Province, to be used in such ways as in

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\*"The Syllabus of Physical Exercises" is published by the Copp, Clark Co., Limited, Toronto. (Price, 25 cents.)

the opinion of the said Local Committee will best promote Military Drill in the schools of the Province.

3. That trophies and medals be awarded to schools and teachers on a plan similar to that recommended for Physical Training.

4. That the judges in drill competitions be chosen by the senior commanding officer of Militia units in the inspectoral districts in which the competitions are to be held.

5. That a prize be given to each cadet company recommended as entitled to it by the Inspecting Officer of the Department of Militia, at the annual inspection. The Inspecting Officer shall base his decision on number enrolled, proficiency in drill, care of arms and accoutrements, and on the general discipline and bearing of the cadets.

6. That in rural districts, two or more school sections be allowed to unite for the purposes of Military Drill, under the direction of the Inspector of Schools, who shall authorize such unions equitably on the basis of school attendance.

#### Rifle Shooting

1. That the amount placed to the credit of the Province each year for Rifle Shooting be divided in the same manner as in the case of Physical Training and Military Drill.

2. That the share of any county or city in which the pupils do not practise rifle shooting shall be retained by the Local Committee of the Strathcona Trust of the Province, to be used in the way that in the opinion of the Committee will best awaken an interest in Rifle Shooting, and secure its universal introduction into the Schools of all parts of the Province.

3. That the Militia authorities in each district be requested to co-operate with the special committee appointed by the Teachers' Association to promote an interest in Rifle Shooting by Cadets, to provide suitable places for practice, and to make the necessary arrangements for scorers and officials to conduct practices and matches properly.

(Matches and practices shall be conducted under the Militia Regulations.)

4. That in addition to practices and matches at miniature ranges, cadets have the opportunity of shooting at regular ranges, with regular service ammunition.

5. That groups of counties be encouraged to hold district matches between selected teams chosen from the best cadet marksmen in each county, and that in such matches each member of the winning team shall receive a medal or badge.

(Regulations of Cadet Corps to Govern.)

TORONTO, October 7, 1912.

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## THE STRATHCONA TRUST

(Instructions No. 10A)

A Cadet Corps may be established in connection with a Public, Separate, or High School, according to the Regulations of the Department of Education, as contained in the circular of Instructions No. 10, and military drill would then be included in the exercises for the pupils of the school. The Public School Regulations require instruction in physical culture to be given in connection with the course of study, and in order to do this the teacher must be qualified, but for this year the teacher of the school will not be required to be the holder of a certificate of qualification as Physical Instructor. The pupils may, therefore, acquire a knowledge of drill and receive instruction in physical culture in every school.

As already intimated in the circular of Instructions No. 10½, Lord Strathcona has established a Fund, the interest of which will be disposed of by the Strathcona Trust Committee for distribution to the Provinces of the Dominion, as special awards or prizes in connection with physical training, drill, and rifle shooting.

The sum of \$10,900 has been allotted to Ontario for 1912, and has been divided between the Public, Separate, and High Schools, in accordance with the provisions of the regulations of the local committee of the Strathcona Trust for Ontario. The Public and Separate School portion has been subdivided among the several Inspectorates.

The amounts available for your Inspectorate under the three headings are as follows:—

Physical Training . . . . .	Military Drill . . . . .	Rifle Shooting . . . . .
For Public and Separate Schools.		

The competitions in physical training, as stated in the Regulations, are to be based on the courses contained in the syllabus of physical exercises\*. Special exercises have been selected for this year's competition.

The Standing Committee of the Teachers' Association is the body appointed to arrange and carry into effect the competition in physical training in each Inspectorate.

On the receipt of the report of the Committee showing that the competitions have been held, and giving a detailed account of the results, the amount for your Inspectorate will be forwarded to the Treasurer of the Committee.

The awards for military drill and rifle shooting are to be made on joint action by the School Inspector, the Committee of the Teachers' Association, and the Officers of the Militia, as provided by the regulations.

It will be necessary for your Committee to come to a conclusion immediately as to whether any action can be taken in your Inspectorate this year, and to notify the Deputy Minister of Education without delay, so that it may be known if the funds placed at the Committee's disposal will be used or revert to the general fund in any or all of the three competitions.

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\*Syllabus of Physical Exercises for Schools, published by the Executive Council, Strathcona Trust, Ottawa. A copy has been furnished to every school in the Province.

25th October, 1912.

## MANUAL TRAINING AND HOUSEHOLD SCIENCE IN HIGH, CONTINUATION, PUBLIC, AND SEPARATE SCHOOLS

(Circular No. 3)

### I. General Regulations for the Establishment and Maintenance of Classes

#### Introductory

Vocational education includes all forms of education which fit for useful callings. In the Industrial Education Act and the Regulations of the Ontario Department of Education, the name "technical" is applied to schools and classes for the preparation of foremen and forewomen and the holders of minor directive positions in the trades and other industries; the name "industrial," to schools and classes which meet the needs of manual workers in the trades and other industries, including the occupations of girls and women. In the technical and industrial schools and classes, except where subjects like English literature, for example, are added for purely cultural purposes, all the subjects of the courses have an industrial aim, and all the schooltime of the pupils is devoted to them. Manual Training and Household Science, on the other hand, are regular subjects of a modern Public or High School general course; they form a necessary part of the liberal education which every boy and girl should receive. Like the other subjects of such a course, they are cultural, but they are also especially practical. For each of them provision in school is usually not more than two hours or an hour and a half a week, whereas, in industrial and technical courses the workshop practice needs from three to five half days a week, according to the subject and the stage. Moreover, while introductory to technical and industrial courses, Manual Training and Household Science are neither technical nor industrial themselves. And lastly, whereas the classes in Manual Training and Household Science are directly controlled by the School Boards, the industrial and technical schools and classes are managed by specially constituted Advisory Industrial Committees and are only indirectly controlled by the School Boards. The foregoing distinctions are important and should be borne in mind.

The Manual Training and Household Science courses begin in the Kindergarten and are continued throughout all the forms of the Public Schools and the Lower Schools of the High and Continuation Schools, and the courses in the Fifth Forms and the Lower Schools are organized in accordance with local conditions. After the introductory courses in the lower forms of the Public Schools, courses in wood-working and wood-turning and the associated drawings, and in hand and machine sewing, cookery, and sanitation and hygiene are sufficient for the purposes of a liberal education. The forging and the machine-shop practice, with their associated drawing, which are now generally taken as part of the Manual Training course, properly form part of technical and industrial courses; but, except where comprehensive technical or industrial courses have been established, these subjects are for the present permitted by the Department of Education as extensions of the Manual Training course and are included therein for the purpose of distributing the Legislative Grant.

#### DAY CLASSES

Day Classes for Manual Training and Household Science may be established and maintained, under the following regulations, by High, Continuation, Public, or Separate School Boards.

### Qualification of Staffs

1. Each member of a staff engaged in teaching Manual Training and Household Science in the High, Public, Separate, and Continuation Schools, herein provided for, shall possess the qualifications prescribed by the Minister of Education.

### Organization

2. In addition to the elementary work in Manual Training and Household Science of the lower forms of the Public Schools, Boards may provide courses in wood-working and wood-turning, with the associated drawing, and, with the special approval of the Minister, in the forging and machine-shop practice of Form V of the Public Schools and the Lower School of the High Schools; and in the course in Household Science, the cookery, etc., of the same school grades.

3. (1) There shall not be more than twenty-four pupils under the instruction of one teacher at one time in any of the courses of the higher Forms.

(2) The time apportioned each class in Household Science or Manual Training at each centre shall be not less than an hour and a half a week, except in the case of the work in the lower forms of the Public Schools, when it should not exceed one hour.

(3) The general organization shall be subject to the Minister's approval.

(4) In a form approved by the Minister, a register shall be kept showing the attendance and the work of each pupil; and a stock book containing a list of the equipment, with the cost of the same.

### Site, Accommodations, and Plans

4. (1) The site, accommodations, and equipment for Manual Training and Household Science shall be subject to the approval of the Minister.

(2) The plans of every building to be erected or of any room to be adapted for the purpose of Manual Training or Household Science shall be submitted to the Minister of Education and be subject to his approval.

### Equipment

5. Subject to the Minister's approval, the term "equipment" shall include any provision specially made for Manual Training and Household Science, as, for example, the tables, work benches, etc., as well as utensils, stoves, benches, tools, forges, lathes, and other apparatus.

6. (1) The minimum equipment for each department of the Manual Training of the higher Forms of the Public Schools and the Lower Schools of the High Schools shall be as follows:—

*Wood-working*: 12 single benches with the necessary tools, and equipment for mechanical drawing.

*Wood-turning*: 3 wood-turning lathes and hand or circular saw with the necessary power and tools.

*Ornamental and Metal Work*: A complete equipment for elementary work in brass and copper.

*Forging*: 3 forges with anvil and tools.

<i>Machine-Shop Practice</i> : 1 engine lathe.	} with accompanying tools.	
1 speed lathe.		
6 bench vices.		
Hack saw (power)	Drill (power).	

(2) The minimum equipment for each department of the Household Science of the higher Forms of the Public Schools and the Lower Schools of the High Schools shall be as follows:—



*Cookery, Sanitation, and Hygiene:* Tables, stoves, and utensils sufficient for the instruction of 12 girls at one time.

*Hand and Machine Sewing:* Two sewing machines with sewing and drafting tables sufficient for the instruction of 12 girls at one time.

*Laundry:* Provision for the instruction of 12 girls at one time in washing, drying, starching, and ironing.

(3) A library shall be selected, with the Minister's approval, to a minimum value of \$50 for Manual Training and Household Science, respectively.

### Distribution of Legislative Grants

7. No grant shall be made for Manual Training unless at least provision has been made for wood-working and the associated drawing; or for Household Science, unless at least provision has been made for sewing, cookery, sanitation, and hygiene.

(1) The Legislative Grants for each centre shall be apportioned as follows:—

(a) An Annual General Grant for Manual Training of \$250 and for Household Science, of \$150.

(b) Twenty per cent. of the annual expenditure for teachers' salaries over \$600, to a maximum of \$200.

(c) (i) For Manual Training, for the first year, 40 per cent. of the value of the equipment to a maximum of \$880; and, for each of the three years following, 20 per cent. to a maximum of \$440.

(ii) For Household Science, for the first year, 40 per cent. of the value of the equipment to a maximum of \$400; and, for each of the three years following, 20 per cent. to a maximum of \$200.

(iii) After the fourth year, an Annual Grant of 10 per cent. of the value of the equipment, to a maximum grant in each year for Manual Training, of \$220; and for Household Science, of \$100.

(d) An Annual Grant on the character of the special accommodations for the higher work according to the following scheme of grades:

#### MANUAL TRAINING

	I	II	III	IV
Wood-working and Wood-turning Shop .....	\$10 00	\$7 50	\$5 00	\$2 50
Forge Shop .....	10 00	7 50	5 00	2 50
Machine Shop .....	10 00	7 50	5 00	2 50
Combination Forge and Machine Shop.....	15 00	11 25	7 50	3 75
Stock Room .....	5 00	3 75	2 50	1 25
Teachers' Room .....	3 00	2 75	1 50	0 75
Blackboards . . . . .	2 00	1 50	1 00	0 50
Lighting . . . . .	2 00	1 50	1 00	0 50
Heating . . . . .	2 00	1 50	1 00	0 50
Ventilation . . . . .	2 00	1 50	1 00	0 50
Cloak Rooms and Lavatories .....	4 00	3 00	2 00	1 00

#### HOUSEHOLD SCIENCE

Kitchen . . . . .	\$10 00	\$7 50	\$5 00	\$2 50
Pantry, Cupboard, and Storeroom .....	5 00	3 75	2 50	1 25
Dining Room .....	10 00	7 50	5 00	2 50
Sewing Room .....	10 00	7 50	5 00	2 50
Teachers' Room .....	3 00	2 75	1 50	0 75
Blackboards . . . . .	2 00	1 50	1 00	0 50
Lighting . . . . .	2 00	1 50	1 00	0 50
Heating . . . . .	2 00	1 50	1 00	0 50
Ventilation . . . . .	2 00	1 50	1 00	0 50
Cloak Rooms and Lavatories .....	4 00	3 00	2 00	1 00

(2) (a) In the distribution of the grant for Manual Training, the maximum recognized value of the equipment for the different departments shall be as follows:

Wood-work, \$500; wood-turning, \$300; forging, \$500; machine shop practice, \$800; library, \$100.

(b) In the distribution of the grant for Household Science, the maximum recognized value of the equipment for each department of Household Science shall be as follows:—Cookery, sanitation, and hygiene, \$500; hand and machine sewing, \$250; laundry work, \$150; library, \$100.

(3) When the provision for the higher Manual Training or Household Science is less than the time of one teacher for five hours and a half for each of five days a week, the General Grant under (1) (a) above will be correspondingly decreased; when it is greater, it will be correspondingly increased.

(4) No grant shall be paid on the equipment of a Manual Training or Household Science centre in which there has been no class for more than one year.

(5) When an equipment on which the legislative grant has been paid to its full value remains unused for two years the Minister may direct the transfer of said equipment to one of the other centres in the Province.

### EVENING CLASSES

1. Evening Classes in Household Science consisting of cookery, sewing, sanitation and hygiene, and in Manual Training consisting of wood-working and wood-turning, with the associated drawing, may be established and maintained under the following regulations, by High, Continuation, Public, or Separate School Boards.

**NOTE.**—Manual Training and Household Science, as defined in the introduction of this circular, are subjects of the General High and Public School courses of study. They are not intended for workmen and workwomen, and they can be taken only by those who are not on the roll of a Day Public or High School. [See Public School Reg. 12 (1), and High School Reg. 22 (2).] Where the regulations for the establishment and maintenance of Evening Industrial Classes are complied with, the Advisory Industrial Committee may also admit to them pupils who are not engaged in the trades, but not *vice versa*.

### Conditions of Establishment

2. No such evening class shall be recognized by the Department of Education which has not a total enrolment for each of (a) boys and (b) girls of at least ten members in regular attendance from the beginning to the end of each term.

**NOTE.**—Evening classes in forging and machine shop practice, with the associated subjects, when established, should be maintained under the control of Advisory Industrial Committees.

### Sessions

3. (1) The session shall consist of two terms, the first beginning in September and ending the last fortnight in December, and the second beginning the first week in January and ending in April, at dates to be selected by the School Board.

(2) The classes shall be open for at least two hours on each of at least two evenings a week.

### Qualifications of Staffs

4. The teachers of the evening classes shall hold the same qualifications as are prescribed for the teachers of the day classes.

### Distribution of Legislative Grants

5. The Department of Education will pay the following proportions of the total salaries of the staffs of the Household Science and Manual Training Evening Classes:—

In cities with population of 150,000 and over, one-third; in other cities, one-half; in towns, two-thirds; and in villages, five-sixths.

### General Regulations

1. As far as practicable, the equipment and accommodations provided for Household Science and Manual Training Day Classes in the Public and the High Schools shall be used for the evening classes in the same subjects.

2. On the report of the Inspector that the equipment or the accommodations are inadequate or unsuitable, or that one or more members of the staff are inefficient or not legally qualified, such reductions may be made in the general grant and in the grants payable upon the equipment, the accommodations, and the salaries of the staff, as the Minister may deem expedient.

3. If in any year the amount voted by the Legislature is insufficient to pay the Grants in full, or if there is a balance over, the Minister may make a *pro rata* reduction or increase.

4. The accounts of the Manual Training and Household Science Departments shall be separately reported each year to the Minister and the legislative grants shall be spent wholly for the purposes of Manual Training and Household Science. The totals of the receipts and expenditures shall, however, also be included in the General Financial Statement of the Board to the Department of Education.

NOTE.—Being regular subjects of the school programme, the cost of establishing and maintaining Manual Training and Household Science classes in the High School shall be provided for in the same way as are the other subjects of the general programme. In apportioning the cost of a High School between the District and the County, the receipts and expenditures for these classes are, accordingly, to be included in the Board's statement. (See High Schools Act, Sections 33-36.)

## II. Description of Accommodations and Equipment for Household Science

### Accommodations

The following description of Household Science accommodations and equipment applies especially to urban schools, and is *pro tanto* applicable to the provision for industrial and technical classes in cookery, dressmaking, millinery, and laundry work.

*School Kitchen.*—For cooking, a room should be provided which is greater in length than in breadth. One 30 feet by 40 feet accommodates from twenty to twenty-four pupils and allows sufficient space at the sides between the tables and the walls. If the kitchen is an ordinary school building, the top floor is most desirable, for it allows of better ventilation and prevents the kitchen odours from reaching the other rooms. A basement, if used, should be thoroughly dry and have a good light. The wall finish of the kitchen should be washable. The best finish is a dado of tiling with a painted wall above, but, if the cost is too great, the whole wall may be painted. Where a wall is much broken, painted burlap or



table oilcloth may be used for the dado. The wall space should also be used for blackboards and cupboards, and the windows and doors should be placed accordingly.\*

The wood-work should be stained rather than painted, or it may be finished in oil. It should be without grooves or projections, as these allow the accumulation of dust. Old woodwork must, of course, be painted.

Tiling makes the best flooring; good hardwood (maple) comes next, but if neither of these can be provided the floor may be painted or covered with inlaid linoleum. In this case the floor should, of course, be planed smooth.

As the school kitchen necessarily differs considerably from the home kitchen, some schools have fitted up a small room adjoining, with the home kitchen equipment of sink, ranges, cupboards, refrigerator, utensils, etc., to give home kitchen practice. Here, sections of two or three girls work under the partial supervision of the teacher.

A store room is desirable as it makes possible the purchase of provisions in larger quantities, thus reducing expense. In this room closed cupboards having shelves of suitable width should be provided. If the shelves are movable the spaces may be adapted to the varying sizes of their contents. The store room and pantry should be closely adjacent to the kitchen and dining room.

*Dining Room.* A dining room 12 feet by 16 feet will afford ample space for class work. Too large a dining room is not economical. Here the wall finish need not be washable. A plate rail should be provided and a few good pictures hung from it. The floor should be of some hardwood, preferably oak, waxed and polished. The dining room should be furnished as much as possible like a home dining room, and should be close to the kitchen in order to avoid delay and waste of time in serving. The whole colour scheme and plan of furnishing should be settled before a start is made, in order that the result may be harmonious and artistic. In some schools the dining room furniture has been made by the advanced classes in Manual Training.

*Sewing Room.*—The earlier work in the sewing course is taken in the grade class rooms at the school desk. Sometimes where the work is taught by the Household Science teacher, the kitchen or dining room is used for the purpose. Where a separate room is provided, it must be well lighted, and, where used for evening classes also, an adjustable drop light should be suspended over each table and machine. Ample blackboard space should also be provided, and sufficient cabinets and cupboards for the storage of material and the work in progress. For fitting, one corner of the room should be provided with a mirror and screened from the rest.

*Laundry.*—A large amount of laundry work may be carried on in the school

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\*One of the most attractive school kitchens has been thus described: "The room is large and sunny, being provided on three sides with fourteen large windows, and has a floor space of 30 feet by 50 feet. The artistic effect of the room has been enhanced by a colour scheme of blue, white, cream, and mahogany, to suggest the style of an old Dutch kitchen. The walls are covered to the top of the doors with blue buckram so finished as to be easily cleaned. At the height of the doors a shelf extends around the room. The walls above the shelf and the ceilings are of a deep cream colour. The windows are curtained with cream coloured shades and sash curtains of Russian crash in natural colour edged with blue fringed gimp. The doors and window-frames and shelf are painted ivory white, while the doors and base boards are mahogany colour. On the shelf is an interesting collection of vases, plates, jars, etc., representing the wares of different nations. Three large cupboards with leaded glass doors in Dutch style are built across the corners, and contain china in blue and white, and a food museum."

kitchen. For some years in Ontario this is the most that can be expected. If, however, a Board decides to provide a separate laundry room, it should consult the authorities at the Macdonald Institute, Guelph, or the University of Toronto, which have the best-equipped laundries in the Dominion.

*Cloak Rooms and Lavatories.*—Where the pupils in attendance come from a school immediately adjacent, cloak rooms and lavatories may not be needed; but at centres where they come from distant schools, conveniences of the character prescribed under the High School regulations should be provided. Under no circumstances should clothes be hung in the kitchen.

*Heating.*—Generally speaking, the kitchen does not need to be heated to the same temperature as an ordinary class room, for a considerable amount of heat is given off from the cooking. A thermometer should be hung in the room and the temperature kept at about 65 degrees.

*Lighting.*—If the windows are well placed, light from the north may be more evenly distributed than where it is from the south. But sunlight adds to the cheerfulness of the room, and where the light is not from the north, window shades should be provided to regulate it.

*Ventilation.*—The ventilating system must be capable of regulating the temperature and removing the products of combustion and the odours arising from the cooking. To secure this promptly and effectively, the windows may be utilized, but with caution, as draughts may affect the gas flames and ovens. A simple method of ventilation is to place boards under the lower sash of the windows in order to direct the draught towards the ceiling, or screens of cheese cloth over part of the lower sash space. The chimney may also be used if provided with suitable openings into the flue.

*Blackboards.*—Ample blackboard space should be provided, as written material frequently requires to be preserved from class to class. Slate is to be preferred. (See High School Regulations). On one section of the board should be painted a list of all common food material, headed "current prices," and these prices should be changed by the teacher as the market fluctuates.

*An Apartment or Suite of Rooms.*—The ideal provision for the practical side of the Household Science course is a cottage or suite of rooms. In one city in the Province a cottage formerly used by the caretaker was remodelled and now provides a school kitchen, a home kitchen, a bedroom, a bathroom, and dining-room. It is heated by a hot-air furnace, and so has all the conditions of an ordinary house. This plan is strongly recommended.

#### Equipment\*

*Tables.*—The arrangement of the work tables will depend on the size and shape of the room, the number to be provided and the position of the windows. The continuous table arranged in rectangular or hollow square form is frequently adopted and has proved satisfactory, especially for small children. There should always be two openings in the continuous table—one facing the blackboard where the teacher usually stands, and the other directly opposite.

Height, minimum 20 inches for children, maximum 32 inches for adults.

Depth, minimum 20 inches for children, maximum 26 inches for adults. At least 24 inches should be allowed as working space for each pupil, but 30 inches or more is desirable.

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\*The prices given under this head throughout this circular are only approximate. The Department does not guarantee them.



A working drawing and design of the tables that are supplied to the Normal Schools may be obtained from the Department of Education, Toronto. These, however, should be modified to suit local requirements. Each table is fitted with drawers and shelves or cupboards. Partitions in the drawers allow utensils definite space. These partitions may be movable. For lining, white table oilcloth or wrapping paper may be used, the former being preferable; or the drawers may be shellaced. Shelves or cupboards are placed directly under the drawers for holding large utensils and cleaning materials. Doors to cupboards underneath the table may be hinged at the top or the sides. By far the best arrangement for these cupboards is a roll front, which does away with the inconvenient door and costs very little more. Provision is generally made also for a moulding or baking board under the table top and above the drawers. The table top should project at least one inch to protect the faces of the drawers and cupboards when cleaning. It is best made of maple, as this keeps a good colour, is easy to clean, and does not readily absorb moisture, etc. The top should be made in the same way as is recommended for Manual Training benches, care being taken to prevent the opening of the joints, as when this occurs, the water used in scrubbing soaks through to the bake boards or into the drawers below. The individual stoves are usually placed on the top of the table, which should, accordingly, be protected directly under the stoves by a strip of aluminum carefully tacked down at the edges, or of slate, marble, specially toughened glass, or vitrified tiling. In addition to the cooking tables, a supply table should be provided for the centre of the rectangular space. This also may be fitted with cupboards underneath, but sufficient space should be left between the cupboard and the floor to allow of effective sweeping. Where a separate dining-room is not provided, table service may be taught here. In such cases, two 10-inch boards are sometimes attached to the two long sides of the supply table in order to give room beneath to sit comfortably. A teacher's table, containing drawers and metal-lined receptacles for storing sugar and flour, is also required.

*Seats.*—Seats of some kind are a necessity. Stools, chairs with folding backs, or swing seats may be used. If stools or chairs are used, the legs should be rubber tipped in order to lessen the noise; they should be of a size which admits their being placed under the tables when not in use. The attached seats may be of wood with an iron bracket screwed to the leg of the table and swinging underneath when not in use.

*Stoves and Ranges.*—When practicable, both a coal and a gas range should be provided. A plain coal range with six holes and removable tops and suitable oven and dampers is necessary. The burners of the gas range should have drilled holes, and both burners and tops should be movable to admit of effective cleaning. The most convenient type of gas stove has a high oven which does not necessitate stooping. For school use the oven should not be directly over the gas rings.

A fireless cooker should also be provided. A cheap one may be made of a large wooden box, barrel, or pail filled with excelsior, hay, or sawdust. In addition to the two ranges a small stove is required for each pupil. This may be gas, electric, kerosene, or de-natured alcohol. In some of the towns of the Province where gas is not available, small electric stoves are used with satisfactory results. The individual stoves may be removed entirely from the top of the table when not in use. The table gas stoves for individual use should be placed at such a height that the table beneath may be readily cleaned. The top should be large and flat enough to hold the cooking utensils without upsetting. Hinged joints which allow the stove to be swung from the table are sometimes used, but in this case great atten-



tion should be paid to the joint as leakages frequently occur. The series of individual stoves should be provided with a tap to cut off the whole gas supply when necessary. The tap to each stove should be placed so that the pupil has not to put her arm over the flame in order to turn it off.

*Sinks and Plumbing.*—In every kitchen there should be at least two sinks, each provided with hot and cold water, and to prevent crowding these should be as far apart as convenient. The best material is porcelain, though an iron sink enamelled may be used. Sinks should not be fitted into the work tables, for this prevents open plumbing; the space below the sink should never be enclosed. For taps, etc., nickel-plate is a good material. High faucets cause splashing. The S variety of trap should be used as it is easily opened. Drain boards should be provided. These may be of porcelain or wood.

*Kitchen Utensils.*—All utensils should be plain with smooth surfaces and without angles. The materials of which they are made are aluminum, enamel, tin, earthen or wood, according to the purpose for which they are required. Fry-ing pans are usually iron or steel.

The following is a list of equipment recommended for a class of 24 for in-dividual work:

Graniteware: 24 saucepans No. 12 (with covers), 24 saucepans No. 10, 2 2-quart saucepans (with covers), 2 4-quart kettles (with covers), 4 double boilers (1 qt.), 24 small saucers, 24 plates, 2 colanders, 2 coffee pots (1 qt.), 1 funnel (medium size), 4 round pudding dishes (8-inch diameter), 2 teakettles (medium size), 2 pitchers (2 qts), 6 small dish pans, 12 rinsing pans, 8 soap dishes, 2 sink strainers, scrap jars with covers for tables (bean pots may be used)—estimated cost, \$47.00.

Tinware, Russian Iron, etc.: 24 tin plates (to work on), 24 measuring cups ( $1\frac{1}{2}$  pint size, marked also in thirds and fourths), 24 small cake tins (size at top about  $5\frac{1}{2} \times 2\frac{3}{4}$  inches), 24 small timbale moulds, 12 graters, 4 nutmeg graters, 6 apple corers, 12 biscuit cutters, 4 sets muffin pans (6 in each set), 2 shallow tins (size to fit oven), 2 skimmers, 1 qt. measure, 4 steamers, 24 salt shakers, 4 pepper shakers, 1 bread box, 1 large flour tin and 1 large sugar tin for supplies, but unnecessary if the teacher's table has zinc-lined drawers; 1 dust pan, 1 meat pan and rack, 24 small frying pans—estimated cost, \$16.00.

Wire Goods: 24 egg beaters, 2 Dover egg beaters, 2 toasters, 2 cake coolers, 1 large strainer, 25 $\frac{1}{2}$ -inch strainers, 1 set meat skewers, 2 potato mashers, 1 flour sifter—estimated cost, \$3.50.

Woodenware: 24 spoons for mixing (shallow bowls), 24 small pastry boards—if not fitted in tables, 12 small rolling pins, 2 bread boards, 2 chopping bowls, 12 vegetable brushes, 8 scrubbing brushes, 6 scouring boards for knives—estimated cost, \$10.00.

Crockery or Earthenware: 24 bowls with straight sides (1 qt.), 24 custard cups, 6 bowls with flaring sides (1 qt.), 6 bowls (2 qts.), 6 pitchers (1 $\frac{1}{2}$  pts.), 3 pitchers (2 qts.), 6 soup plates, 6 teapots (1 pint)—estimated cost, \$8.00.

Cutlery: 24 tablespoons, 48 teaspoons, 24 knives and forks for desks, 24 veget-able knives, 6 spatulas, 1 meat knife, 2 bread knives, 2 chopping knives—estimated cost, \$21.50.

Glassware: 2 lemon reamers, 2 dozen screw-top glass jars ( $1\frac{1}{2}$  pint), 1 dozen 1-quart glass jars (japanned top), 1 dozen 2-quart glass jars (japanned top), 2 dozen  $1\frac{1}{2}$ -pint fruit jars, 2 dozen jelly glasses—estimated cost, \$5.50.

Miscellaneous: 1 food chopper, 1 iron frying kettle, 1 can opener, 1 corkscrew, 1 screw driver, 1 pair scissors, 1 cleaver, 1 knife sharpener, 1 set scales (6 lbs.),

1 set fine knitting needles, 2 trays (japanned or white metal), 6 asbestos mats, 1 match box, 1 whisk for stove, 1 polishing brush for stove, 1 floor brush (short handled), 1 broom, 1 cleaning pail, 1 garbage pail with cover—estimated cost, \$10.00.

Linen, etc.: 3 dozen dish cloths,  $\frac{1}{4}$  yard, 4 dozen table cloths,  $\frac{1}{4}$  yard (the cloths should be of different material so as to be easily distinguished); 4 dozen dish towels,  $\frac{7}{8}$  yard; 6 roller towels (2 yards), 2 floor cloths, 6 oven cloths (about  $\frac{1}{2}$  yard square), 6 dusters, 3 yards cheese cloth—estimated cost—\$10.00.

Estimated total cost of utensils—not including serving dishes—\$131.50.

Serving dishes to be used in kitchen; these may be omitted from dining-room equipment: 24 cups and saucers, 24 plates (tea size), 24 cereal saucers, 2 platters, 2 vegetable dishes, 6 plates (breakfast size), 2 small pitchers, 2 small sugar bowls, 6 glasses, 24 plated teaspoons, 24 plated forks (med. size), 34 plated knives (med. size), 3 tablespoons—estimated cost of china and silver—\$34.00.

*Scientific Experiments.*—If space will allow, a table for chemical and physical experiments may be placed at the side of the room. A suitable scientific equipment is as follows: 1 doz. 4 oz. beakers, 1 doz.  $\frac{1}{2}$ -pt. flasks, 1 do. 6-inch beakers, 2 doz. nests of test tubes (4, 5 and 6-inch), 1 doz. 2-inch watch glasses, 1 chemical thermometer, 1 microscope. Estimated cost, \$35.22. If, when needed, a microscope can be borrowed from the High School, this cost will be reduced by about \$27.00.

*Dining Room.*—The following list is recommended:

Silence cloth .....	\$1 50
Dining-room Table and Chairs, oak .....	30 00
2 Linen Table Cloths .....	7 50
1 Doz. Linen Napkins .....	2 50
1 Doz. Linen Doilies .....	3 00
1 Doz. Cereal Saucers .....	1 20
1 Doz. Tea Cups and Saucers .....	1 50
1 Doz. Coffee Cups and Saucers .....	1 00
1 Doz. Dinner Plates .....	1 20
1 Doz. Soup Plates .....	60
1 Doz. Tea Plates .....	1 00
1 Bread Plate .....	20
2 Covered Vegetable Dishes .....	75
2 Uncovered Vegetable Dishes .....	40
1 Large Platter .....	1 00
1 Medium Platter .....	50
1 Small Platter .....	30
1 Medium Salad Dish .....	40
2 Tea Pots .....	45
1 Cream Pitcher .....	10
1 Sugar Bowl .....	25
1 Glass Fruit Dish .....	30
3 Small Salt Shakers, glass .....	45
3 Pepper Shakers, glass .....	45
1 Doz. Teaspoons and Coffee Spoons, silver plated .....	2 00
1 Doz. Dessert Spoons, silver plated .....	2 50
4 Tablespoons, silver plated .....	2 00
1 Doz. Knives, silver plated .....	3 00

1 Doz. Forks, silver plated .....	\$2 50
1 Doz. Glass Tumblers .....	50
1 Water Pitcher .....	50
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Total cost .....	\$69 55

Dining Room table and chairs can, of course, be bought for less than the above prices. It would be better, however, to buy a good kitchen table than a cheap dining table. The dishes should be selected from "open stock" so that when breakages occur they may be replaced with the same kind of dishes. The china should be subdued in colouring.

*Sewing Room.*—Where sewing is taken in the ordinary class room by the grade teacher, the following equipment will be sufficient for each pupil:

A work box containing scissors, thimble, thread, cushion and pins, needles, measure and emery, and costing from 50 to 75c. per set is required. The boxes may be made of millboard, or candy boxes may be used. A special cupboard should be provided to contain these boxes and the working material. A demonstration frame of coarse canvas and mounted on a stand is also desirable to teach the various stitch forms.

Where a special room can be provided, the following equipment will be sufficient for 15 pupils in dressmaking or 30 in sewing:

8 Tables (5 ft. kitchen) .....	\$25 00
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NOTE.—A less expensive table may be provided of boards supported on trestles. A convenient plan for the dressmaking tables is to have them hinged to the wall, so as to drop down when not in use.

20 Chairs, \$7.50 doz. ....	\$12 50
1 Stove (3 burners and tubing) .....	3 75
6 Irons .....	1 50
4 Ironing Boards .....	3 60
1 Wardrobe .....	25 00
1 Mirror .....	10 00
4 Sewing Machines .....	100 00
18 Tape Measures .....	3 60
33 Scissors (3 button hole) .....	9 40
6 Large Boxes, 40c. ....	2 40
30 Small Boxes, 10c. ....	3 00
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Total cost of equipment .....	\$174 75

*Laundry.*—The equipment given below is for laundry work carried on in the ordinary school kitchen as it is not probable that for some years separate laundries will be fitted up. In addition to the articles found in the kitchen the following will be required:

1 Large Washing Tub .....	\$0 83
12 Small Washing Tubs .....	7 20
1 Pail .....	23
4 Flat Irons, 7 lbs. ....	2 20
4 Flat Irons, 6 lbs. ....	1 80



8 Flat Irons, 5 lbs. ....	\$3 20
8 Flat Irons, 4 lbs. ....	2 56
2 Polishing irons ....	3 60
8 Iron Stands ....	40
8 Iron Holders, asbestos ....	32
1 Large Wringer ....	4 25
2 Small Wringers ....	5 00
1 Tin Dipper ....	20
1 Clothes Basket ....	1 25
1 Boiler ....	1 25
6 Tables, 4 feet long ....	5 40
8 Skirt Boards, \$1.50 ....	12 00
8 Small Wash Boards ....	3 20
2 Clothes Horses ....	1 76
3 Soft Brushes ....	1 14
3 Whisk Brooms ....	54
100 Feet Clothes Line ....	90
Clothes Pins ....	10
Safety and Toilet Pins ....	25
1 Yard White Flannel ....	40
10 Yards Cheese Cloth ....	40
10 Yards Unbleached Cotton ....	80
4 Yards Cotton Felting (45 inches wide) ....	2 00
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Total cost of equipment .....	\$63 18

Good work may, however, be done in the school kitchen with the following equipment:

24 Flat Irons, 1 lb. ....	\$8 00
12 Polishing Irons, 1 lb. ....	4 00
26 Improved Handles ....	3 85
14 Pony Wash Boards ....	1 75
72 Clothes Pins ....	10
1 Clothes Line ....	25
1 Grey Blanket ....	3 00
10½ Yards Cotton ....	1 05
6 Yards Cheese Cloth ....	30
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Total cost of equipment .....	\$22 30

*Home Nursing.*—Home nursing can be taught in the class rooms if there is a space where a bed can be temporarily placed. A special cupboard should be provided to contain the small articles. Much may be done with a large doll's bed, with a large doll for the pseudo-patient. Where there is a cottage or apartment the bedroom is, of course, available. The following is a list of suitable equipment:

Bedstead, steel frame, white enamel, woven wire spring .....	\$6 00
Mattress, sanitary .....	7 00
Feather Pillow .....	75
4 Cotton Sheets .....	4 00

4 Cotton Pillow Slips .....	\$0 60
1 Bed Spread .....	1 50
2 Single Blankets .....	4 00
McIntosh, 1½ yards .....	1 10
Hot Water Bag .....	90
Fountain Syringe .....	1 00
Muslin Bandages (7 yards muslin) .....	35
Gauze Bandages .....	
Samples of Material for Flannel Bandages .....	
Samples of Material for Plaster Bandages .....	
Samples of Material for Rubber Bandages .....	
Absorbent Cotton .....	10
Oiled Muslin .....	25
Rubber Tissue .....	25
Bed Tray .....	1 00
Bed Rest .....	2 00
Hot Water Plate .....	75
Feeding Tube .....	20
Drinking Tube .....	02
Medicine Bottles, poison, etc. ....	25
Medicine Dropper .....	02
Medicine Glass (Graduated) .....	25
Minim Glass .....	75
Eye Bath .....	20
Six oz. Graduated Glass .....	50
Eyelid Rod .....	06
Probe .....	50
Forceps .. ..	1 00
Scissors .....	1 25
Thermometer .....	1 00
Thermometer, bath .....	10
Foot Bath .....	1 00
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Total cost of equipment .....	\$38 65

*Emergency Cabinet.*—A First Aid Emergency Cabinet should be provided in each shop, containing rolls of cotton and gauze bandages, absorbent cotton, surgical and styptical gauze, tourniquet appliances, ointment for burns, bruises and cuts, antiseptic soap, and a book of emergency directions.

*Illustrated Material.*—The teaching of Household Science may be greatly helped if appropriate charts and specimens are used. Examples of these are as follows: Charts showing the comparative nutritive and economic value of foods, and the different cuts of meat properly coloured. Home-made charts may be prepared from cuts in various bulletins and text books. A bulletin board should be provided for the posting of current items of interest relating to household management. Specimens of foods and other material may be placed in jars or bottles labelled and arranged in order on shelves. Such specimens may be obtained from large manufacturers, as, for instance, the makers of cocoa, flour, cereals, cottons, linens, etc.

*Library.*—Every Household Science department should be furnished with a reference library. A list of suitable books will be found in the Reference Catalogue

issued by the Department of Education. Two or three of the best housekeeping magazines should be taken and the reading of the pupils should in all cases be directed. If a dining-room is provided it may be used as a reading-room also when not required for table service. A school scrap book will be of service for keeping recipes and newspaper and other cuttings.

### III. Description of Accommodations and Equipment for Manual Training in City and Town Schools

The following description of the accommodations and equipment for Manual Training applies especially to Urban Schools and is *pro tanto* applicable to the provision for Technical and Industrial classes in Wood-working,, Wood-turning, Forging, and Machine shop practice.

#### Accommodations

When accommodation has yet to be provided, Boards should erect a separate building adjacent to the school with accommodations as detailed below. When rooms in a building already erected are to be adapted, the conditions detailed below should be observed, as far as practicable. As a general prescription, it should be borne in mind that the workshops should be so situated as not to disturb the rest of the school.

*Woodworking Shop.*—A room 30 feet by 40 feet, situated above ground, will provide for all the requirements of wood-working and wood-turning. A basement room, unless specially erected for the purpose, is seldom satisfactory. For demonstration purposes, a portion of the shop should be set apart with two or three tiers of benches or chairs for the pupils, and with a blackboard, and a bench and set of tools for the teacher. If possible, however, a separate demonstration room\* should be provided immediately adjoining the shop.

An abundant supply of light is a prime requisite for shop work. Light from above is best. Otherwise it may come from any side or from all sides. If the windows are placed 4 or 5 feet from the floor, there will be sufficient wall space for displaying panels, tool racks, charts, etc. The light should fall on the back and left-hand end of the bench or on both ends. When artificial light is needed, electric light is to be preferred, and one lamp properly guarded may be suspended over each bench or one or more electric clusters may be placed in the ceiling. In the former case, the lamp should be capable of being raised or lowered.

A special room about 18 feet by 18 feet should be provided for storage purposes adjacent to the shop, but material may be stored in the shop, where it does not interfere with the work. A store room is especially desirable where there is a large attendance of pupils. Lumber may be stored on end in a portion of the wall space, the various kinds and sizes being separated by pegs. Along one side of the storage room should be arranged 3 rows of pegs, each 1 foot apart and about 14 inches long. The first row should be placed 18 inches from the floor,

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\*"In the School of The Ethical Culture Society, New York, a special demonstration room is provided with desks, demonstration bench, and blackboards. A swinging blackboard is fitted into the wall, separating the demonstration room from the workshop. The working drawings of the piece of work under construction are drawn on the board, and when the class passes into the workshop the board is swung about a central pivot, and it then serves as a working plan for the class at the benches. When not in use for demonstration purposes, the room may be used as an ordinary class room. In this way convenient accommodation is provided for drawing the working plans which are ordinarily made at the bench."



the next  $3\frac{1}{2}$  feet, and the top 8 feet. This arrangement permits the different lengths and kinds of boards to be stored on end between the pegs, thus allowing a board of any required length to be readily selected. Along another wall should be ranged nests of pigeon holes extending from the floor to the ceiling, and providing storage for cut up material, nails, screws, hardware, etc. Doors should be provided to keep out the dust. If power is available, a circular saw may also be placed in the storage room to cut lumber into sizes suitable for class use, as it is more economical and convenient to buy the lumber in boards than in cut sizes. Finished work of small dimensions may be stored in the pigeon holes or in pigeon holes in the teachers' room; one pigeon hole, if possible, being allotted to each pupil. The size of each pigeon hole depends, of course, upon the size of the work constructed. They should be so arranged that one door will cover the work of one class. Finished work of large dimensions should be stored where suitable space is available.

*Forge Shop.*—The size of the forge shop depends on the number of forges to be installed; except in the larger cities, six are sufficient. Like the wood-working shop, the room must be adequately lighted and provided with storage accommodations for stock, fuel, and work. The light in the forge room should not shine directly on the anvil or forge. If it does, it makes it impossible to judge the proper heat of the metal. The north side of the school building is preferred, but, if possible, the forge room should be located in a one-story building with a large skylight. If the windows are a suitable distance apart, the forges may be placed between them along the wall; but an open space should be left in the centre for vice bench, tool racks, etc. As in the case of the wood-working room there should be a demonstration forge and anvil, blackboard, and tiers of seats for the pupils. The anvils should be set at such an angle to the forges that there will be plenty of elbow room and no danger of pupils interfering with each other. The floor should be concrete, but if wood is used (and it has some advantages) it should be properly protected under the forges and anvils, with sheet iron or zinc about 12 gauge.

Either of two kinds of forges may be used, *i.e.*: (1) The hand blown smoke burning, self cleaning, forced natural up draft forge with overhead piping. (2) Down draft forge, pressure and exhaust blowers, with underground piping. The underground tile piping possesses many advantages over the system of overhead piping; it does not obstruct space and light, and is indestructible and entails no further expense after initial installation. The position of the forges should, of course, be planned before the floor is laid. If it is probable that at any future time additional forges will be installed, the tiling therefor should all be laid at once; for then the additional forge connections can be made without tearing up the floor.

*Machine Shop.*—The floor of the room for machine shop practice should be solid, so that the lathes and other machines may be securely bolted to it. An auxiliary room is also needed for the storage of the numberless small tools; the shop check system of distribution of tools should be used. The machine shop should be well lighted from two opposite sides; the lathes should be placed along one side under the windows, and a bench fitted with vices for fitting, chipping and filing, along the other. At one end should be a demonstration gallery provided with blackboard, a teacher's demonstration lathe, and tiers of seats. The centre of the room is thus reserved for other power machines, such as tool grinders, shapers, drills, etc. All machines are best driven by individual motors. When overhead shafting has to be used it should be hung in such a way as to prevent vibration in the room above.

*Combined Forge and Machine Shop.*—In the majority of schools in the Province it is neither necessary nor desirable to equip one shop for forge work and another for machine shop practice. Except in the cases where large industrial classes in these subjects are probable and the room will have to be used at night, a room combining the equipment of the two will suffice. In this case windows in every available space are desirable.

*Blackboards.*—Adequate and suitably placed blackboards are indispensable for all the workshops. For details of construction consult the High School Regulations. Each should be equipped with chalk, compasses having a rubber or steel reversible point, and tee and set squares. The board should have one square edge on which a tee square may be used. This provision may be secured in one or other of two ways: Either by a sliding board in front of the fixed board or by blocking out the centre section for a distance of 1 inch. The former is to be preferred, as it provides additional space. It also allows drawings or other work on the fixed board to be covered when desired. If one section of the blackboard is provided with vertical and horizontal lines an inch apart and with isometric angle lines, it will be of great service in making freehand dimensioned sketches.

*Cloak Rooms and Lavatories.*—Where the pupils in attendance are from a school immediately adjacent, cloak rooms may not be needed; but, at centres where they come from distant schools, cloak room conveniences of the character prescribed under the High School Regulations should be provided. A wash basin or trough with hot and cold water, soap and soap receptacles, and towels should be provided in each shop.

*Emergency Cabinet.*—A First Aid Emergency Cabinet should be provided in each shop, containing rolls of cotton and gauze bandages, absorbent cotton, surgical and styptical gauze, tourniquet appliances, ointment for burns, bruises and cuts, antiseptic soap, and a book of emergency directions.

*Teachers' Room.*—A room of at least 8 by 10 feet should be provided for the teachers, furnished with a desk for correspondence, and with a cabinet for the filing of drawings, blue prints, etc. Where there are more than one teacher, a larger room is necessary. In such a room pigeon holes may also be provided for special work or to supplement the usual storage facilities of the building.

*Heating.*—Sixty degrees will afford a good working temperature. A thermometer shall be provided for each shop. Where stoves are used, they shall be surrounded by a jacket of tin, zinc or galvanized iron, and every precaution taken to prevent the ignition of shavings or other refuse.

*Ventilation.*—Provision should be made for an adequate supply of pure air at all times. There should be a complete change at least three times an hour. In the forge room special provision is necessary for carrying off the products of combustion. If the forge itself does not make this, special attention must be given to the general system of ventilation. All windows should be made to open so that these may be used if necessary.

### Equipment

1. For the lower forms of the Public School the equipment should be as follows:—

*Paper Work.*—Pencil, scissors, ruler graduated in inches, halves, quarters, and eighths, mill board for each pupil to protect the desk top, paste or other adhesive, and paper for drawing and construction.

*Cardboard Work.*—In addition, knife, compasses, set square for each pupil, one ticket punch for every five pupils, and cardboard of various weights.



*Knife Work.*—Knife, pencil, ruler, compasses, try square for each pupil, three or four small hammers, two hand screws, oil stone, oil can, and assorted brad-awls for the class, and working material.

2. For the higher forms of the Public Schools and the lower forms of the High and Continuation Schools, the equipment should be as follows:—

*Wood-working Benches.*—The benches should be placed in the best lighted part of the room in such position that the light may fall upon them from above or from the left. A space should be left between the benches to allow free passage to both pupils and teachers, with sufficient aisle space where there is a good deal of traffic. The minimum space between the back of one bench and the front of another is 30 inches; 3 feet, however, is desirable. The benches may be single or double—preferably single—well and strongly made, rigid in action, and of selected, well-seasoned maple throughout, or at least with tops of that material. These provisions are especially necessary when the Manual Training benches are used for industrial evening classes. Adjustable benches, except those with steel frames, are never satisfactory. The tops of the benches should be formed of strips 1 inch to 2½ inches wide, glued and dowelled together. They should never be made of one piece. Each bench should have two vices, one at least a rapid acting one and the other with an iron screw. If the benches are provided with tool racks, the edges of the tools should be properly guarded, and the handles should project as little as possible above the top of the benches.

**NOTE.**—Benches should be bought from firms that make a specialty of their construction; others are seldom satisfactory.

The benches should be equipped as follows:

Bench Hook .....	\$0 25
Springfield Drawing Kit .....	50
Pencil Compass .....	15
Drawing Rule, 12 inches long, inches and centimeters .....	20
Bench Whisk .....	09
Marking gauge, No. 64½ .....	27
Try Square, No. 12, 6 inches .....	25
Jack Plane .....	1 57
Firmer Chisel, plain, 1 inch and handle (octagon handles) .....	24
Firmer Chisel, plain ¼ inch and handle " " .....	21
Firmer Chisel, plain, ¼ inch and handles, square edge .....	12
Back Saw, 10 inches, 16 teeth to 1 inch .....	95

The following tools for general use are also necessary:

4 Smooth Planes .....	7 80
4 Try Squares, No. 12, 12 inches .....	2 07
1 Disston Improved Mitre Box, and Saw 22 inches, 11 teeth to 1 inch..	11 30
2 File Cards and Brushes .....	50
6 Screw Drivers, round, 3 inches .....	2 06
2 Screw Drivers, round, 6 inches .....	40
6 Half Round Files, handled, 8 inches .....	85
6 Flat Files, handled, 8 inches .....	68
1 Saw File, 4 inches and handled .....	10
4 Braces, 6 inches sweep .....	4 40



2	Centre Bits, $1\frac{1}{8}$ inches	\$0 24
2	“ 1 inch	24
2	“ $\frac{3}{4}$ “	20
2	“ $\frac{1}{2}$ “	20
2	“ $\frac{1}{4}$ “	16
2	Auger Bits, $\frac{1}{4}$ inch	40
2	Auger Bits $\frac{3}{8}$ inch	40
2	Auger Bits, $\frac{5}{8}$ inch	57
2	Countersinks, metal	10
2	Countersinks, wood	10
1	Iron Rabbet Plane	1 48
1	Jointer Plane	3 40
4	Gimlets, assorted sizes	20
6	Brad-awls, handled, fine size	25
4	Steel Scrapers, convex, 2 inches wide	80
10	Mallets, hickory, round heads	2 50
2	Firmer Chisels, 1-16 inch, handled, square edge	30
2	Firmer Chisels, $\frac{1}{8}$ inch, handled, square edge	30
2	Firmer Chisels, $\frac{3}{4}$ inch, handled, square edge	50
2	Bevels, 8 inch, sliding	55
2	Mortise gauges	1 20
4	Nail Sets, knurled	30
10	Iron Spoke Shaves	1 34
2	Wood Hand Screws, 10 inches	71
4	Iron Malleable Clamps, 4 inches	94
2	Oil Stones, mounted, 8 inches	1 40
2	Slips for gouges	10
1	Brass Oil Can, No. 22	15
2	Pairs Pincers, 6 inches	30
5	Pairs Wing Dividers	1 05
1	Pair Cutting Pliers, side	34
1	Pair Round Nosed Pliers, 5 inches	20
10	Hammers, 13 oz., No. 2	6 25
2	Firmer Gouges, $1\frac{1}{8}$ inches and handles, octagon, boxwood	50
2	Firmer Gouges, $\frac{1}{2}$ inch and handles, octagon, boxwood	34
2	Firmer Gouges, $\frac{3}{4}$ inch and handles, incannell, boxwood	46
2	Firmer Gouges, $\frac{1}{2}$ inch and handles, incannell, boxwood	42
4	Bent C Tools, 1 inch and handles, octagon, boxwood	1 20
4	Bent C Tools, $\frac{3}{4}$ inch and handles, octagon, boxwood	1 20
1	Hatchet	35
1	Pad Saw, No. 5	20
2	Turning Saws, 10 inches	1 80
2	Turning Saws, 12 inches	1 80
4	Cross Cut Saws, 22 inches	4 40
4	Rip Saws, 22 inches	4 40
1	Cupboard, lower part fitted with drawers, upper part with glass panelled doors, made in white ash, polished	49 45
1	Black Board, T square, 2 set squares and compasses	4 00
1	Saw Bench	2 00

1 Tool Grinder .....	\$4 00
1 Teacher's desk and chair .....	10 00
Tool Racks .....	

*Wood-turning.*—Where wood-turning is carried on it will usually be in the wood-working room, and the lathes should be placed along one side under the windows. The lathe should have the following general specifications: 10-inch swing-over bed; length of bed, 3½ feet; distance between centres, 24 inches; weight, 250 lbs.; floor space over all, 3 feet 10 inches x 26 inches. Each lathe should be provided at the back with a shelf and tool rack. A comprehensive tool equipment for each lathe is as follows:—

Turning gouges, ½-inch and ¾-inch .....	\$0 54
Flat Turning Chisels, 5-16-inch and ¾-inch .....	60
Round-nose Chisels, 5-16-inch and ⅝-inch .....	47
Square Chisels, ¼-inch and 1-inch .....	42
Parting tool, 3-16-inch .....	37
Paring Gouges, ½-inch and 1-inch .....	94
Washita Oil Stone .....	49
Washita Slip Stone .....	03
Pair 6-inch Calipers .....	61
Oil can .....	20
Dust Brush .....	23
Rule .....	10
<hr/>	
Total cost of tools for each lathe .....	\$5 00

*Metal-working Benches.*—More or less simple metal work is often introduced in connection with the course in wood-work. The bench for this should be strongly built with a flat top constructed of strips, as prescribed above for the wood-working benches, along one side of the room and equipped with one or two machinist's vices. A vice with an anvil cast with it will be most serviceable; this bench will also be useful in assembling larger work.

*Glue and Stain Benches.*—Though the use of cold liquid glue is becoming common, an ordinary gas ring, properly protected, should be provided for preparing and heating glue. Glue, finishes, and stains should never be used at the wood-working benches. A cupboard, the front of which lets down to form a bench, covered with zinc, may be used for storing and using these materials.

*Forge Shop.*—Except in the larger cities six forges are sufficient. Each forge should be provided with the following:

1 anvil (100 to 125 lbs.) set on hardwood block, suitably bedded in the ground at least 18 inches; 1 toolstand, 14 inches by 21 inches by 27 inches high. This may contain three or more drawers for storage of work on which each boy is engaged: anvils cost from 10 to 12 cents per lb.

Also one each of the following: fire set: ¼-inch flat jaw tongs, 16 inches; ⅜-inch flat jaw tongs, 16 inches; ½-inch flat jaw tongs, 16 inches; ¾-inch flat jaw tongs, 16 inches; gad tongs, pick-up tongs, 1½ inches; hot chisel (square stock) 1½ inches; hammer (square face); flatter, 2 inches (square face); ¼-inch round hand punch; 1½ or 1¼-inch ball pein-hammer; caliper rule; 1 centre punch. Estimated cost, \$38.00.

The following tools for general use are also necessary: 1 hardie, 1 cold set, 1 pair  $\frac{3}{8}$ -inch fullers, 1 pair  $\frac{3}{4}$ -inch fullers, 1 brass 2-ft. rule, 1 pair 9-in. calipers, 1 pair 4-in. outside calipers, 1 steel square, 1 light forging hammer, 1 heavier forging hammer, 1 sledge hammer (8 lbs.) for every three pupils. Estimated cost \$18.00.

*Machine Shop.*—The work in this course falls naturally into three divisions.

1. ORNAMENTAL WORK IN BRASS AND COPPER.—The equipment needed is as follows: Anvils and hammers of various shapes, an annealing tray (if a forge is not available), a box large enough to hold 2 gallon stone jars, and about half a bushel of sawdust, a pair of blacksmith's tongs, cutting shears straight and curved, steel square, jeweller's saw frame, piercing saw, breast drill and assortment of drills, compasses, calipers, surface plate, assortment of files, sandbag or engraver's pad, pitch block, set of chasing tools and punches, set of dapping tools, a dapping die, flat, round nosed and pointed pliers. Estimated cost, \$60.00 (for 10 pupils).

2. CHIPPING AND FILING.—The equipment for chipping and filing consists of heavy benches fitted with machinist's vices, one for every boy under instruction at one time. The vices should be of various patterns, and each vice should be equipped with the following tools:

3-16-inch square file, 6 inches .....	\$0 08
Flat bastard file, 12 inches .....	17
Hand second cut file, 12 inches .....	22
Half round bastard file, 10 inches .....	15
Smooth file, 7 inches .....	10
Half round second cut file, 5 inches .....	09
Pillar file, 6 inches .....	09
Taper saw file, 6 inches .....	06
1-lb hammer .....	45
File card .....	08
4-inch spring divider .....	31
3-inch steel scale .....	32
4-inch steel square .....	2 00
Centre punch .....	11
Scriber .....	12
Cold chisel .....	08
Cape chisel .....	15
Round nose chisel .....	11
Pair of copper vice jaws .....	75

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Total cost ..... \$5 44

3. LATHE AND MACHINE WORK.—2 engine lathes 10 inches swing, 4 feet bed; 1 speed lathe 10 inches swing, 4 feet bed. Each lathe to be fitted with the necessary attachments driven by individual motor if possible, and supplied with the following tools:

Diamond point tool .....	\$0 48
Round nose tool .....	48
Side tool .....	48
Parting tool .....	48



Thread tool .....	\$0 48
Centre punch .....	11
4-inch spring calipers .....	31
4-inch inside calipers .....	27
6-inch steel scale .....	60
Centre gauge .....	20
Lathe dog, 1/2-inch, 3/4-inch, 1-inch and 1 1/2-inch .....	1 52

Total Cost ..... \$5 41

If the lathes are not driven by individual motors, the necessary shafting, pulleys, balls, and hangers must be supplied.

- 1 12-inch drill press with capacity to drill 1 1/4-inch hole, automatic feed.
- 1 Grindstone and trough.
- 1 Power Hack Saw.

A small planer or shaper may be added if desired. In addition to the above the machine shop equipment comprises numerous small tools, too many to enumerate, and varying in quality and kind. These can be added as the work demonstrates their necessity.

*Combined Forge and Machine Shop.*—The following is a list of a combined equipment.

Engine Lathe .....	\$236 75
One additional lathe to be provided.	
Grinding machine with two emery wheels .....	34 00
Wet Tool Grinder .....	155 00
Two Forges with Motors .....	128 00
No. 2 Power hack saw .....	24 00
No. 16 back-gearcd Shaper .....	270 25
Two 90-lb. anvils .....	22 50
Sensitive drill .....	42 00
Back geared drill .....	80 00
12 bench vices .....	67 70

*Illustrative Material.*—As the rooms set apart for Manual Training are usually class rooms as well as workshops, the question of cultivating the taste of the pupils should not be lost sight of. Material may be obtained for this purpose, which is also illustrative of the shop work. Examples are: Panels of specimen woods, cones from the various evergreens, pressed leaves of the hard woods, photographs of lumber industries, forest scenes, framed prints of the principal lumber furnishing trees, etc. Panels should also be provided with specimen tools, the parts of which have been separated and named. Specimens may also be obtained from manufacturers showing the steps in the manufacture of the tools; also blue prints used in the local factories.

*Library.*—Each Manual Training Centre should be furnished with a book-case and a rack for magazines and illustrated catalogues. Many firms publish the latter richly illustrated with actual photographs, which can be used in teaching design and proportion. A scrap book in which to store drawings, cuttings, and photographs is also desirable. For suitable reference books, see Reference Catalogue issued by the Department of Education.

#### IV. Special Regulations for the Establishment and Maintenance of Elementary Household Science Classes in Village and Rural Schools

##### Establishment, Maintenance, and Legislative Grants

1. The Public or Separate School Board of Trustees of a village or rural school which is unable to avail itself of the provisions of the General Regulations, but which maintains classes in Elementary Household Science satisfactory to the Minister of Education, employs a teacher with a Departmental Certificate in this subject, and provides accommodations and equipment satisfactory to the Minister, shall be paid an initial grant not exceeding \$50 and a subsequent annual grant of \$30 for each school approved by the Minister, from any appropriation made by the Legislature for instruction in the subject. In no year, however, shall the Legislative Grant exceed the total expenditure of the Board for these classes.

2. The accounts of the classes in Elementary Household Science shall be kept separate from the general school expenditure, and grants made must be expended solely for these classes. The totals of the receipts and expenditures shall, however, also be included in the General Financial Statement of the Board to the Department of Education.

3. A definite place shall be provided for all the classes in the time table, satisfactory to the Inspector of Household Science.

4. On the report of the Inspector of Household Science that the organization and the teaching are satisfactory, an annual grant of \$30, in addition to the regular salary paid by the School Board, will be paid by the Minister out of any appropriation made by the Legislature for this purpose, to each legally qualified teacher who holds also a certificate in Household Science, and who gives instruction in accordance with the regulations of the Department of Education.

5. If in any year the amount voted by the Legislature is insufficient to pay the grants in full, or if there is a balance over, the Minister may make a *pro rata* reduction or increase.

6. The foregoing provisions shall not apply to schools receiving grants for Household Science under the General Regulations. The grants made to them cover the Household Science of all the classes.

7. When an equipment on which the Legislative Grant has been paid to its full value remains unused for two years, the Minister may direct the transfer of said equipment to another school in the Province.

##### Accommodations

The following description of Household Science accommodations applies to the Schools provided for above:

*Cookery, Sanitation, and Hygiene.*—If a separate room is provided, the General Regulations as to the accommodations apply. But such a room, though desirable, will be seldom available, and the elementary work may be done in the school room with the equipment given below. The trestle tables may be placed at one end and removed when not in use. If this is not practicable, the trestles may be placed across the desks in such a way that the pupils may work on each side. If the teacher's table has a flat top, this may be used in addition. The trestles may even be dispensed with and the table tops placed across the desks.

The Board shall also provide facilities for storing the utensils, supplies, and other requisites.

## Equipment

*Kitchen Utensils.*—Where gas stoves, plumbing, and a separate room are not available, the equipment should be as follows:

## No. 1 Equipment for 12 Pupils

5 Trestle tables .....	\$20 55	4 Wash basins .....	\$0 92
12 Brown bowls .....	85	3 Draining pans .....	69
12 Bread tins .....	95	2 Tin dippers .....	40
12 Teacups and saucers ....	1 25	1 Colander . . . . .	35
12 Tin measuring cups ....	1 25	1 Pan, enamel .....	18
12 Egg beaters .....	30	1 Emery knife .....	20
12 Forks . . . . .	50	2 Pepper shakers .....	1 50
12 Case knives .....	1 25	1 Bell . . . . .	50
12 Paring knives .....	1 25	6 Stoves (kerosene) .....	6 00
12 Plates . . . . .	85	6 Soup plates .....	60
12 Sauce pans .....	1 68	1 Jug . . . . .	45
24 Tea spoons .....	40	1 Sauce pan .....	23
12 Wooden spoons .....	60	1 Sauce pan .....	30
12 Stew pans .....	2 40	1 Covered kettle . . . . .	60
12 Strainers . . . . .	65	4 Dish pans .....	2 00
2 Trays . . . . .	80	6 Broilers .....	48
1 Bowl, yellow .....	25	3 Cake tins .....	35
1 Bowl, yellow .....	35	4 Graters . . . . .	40
1 Bowl, yellow .....	45	3 Strainers .....	75
1 Pr. scissors .....	50	24 Pattie pans .....	20
6 Frying pans .....	90	2 Fibre pails .....	70
3 Tea strainers .....	15	1 Pail, enamel .....	70
1 Butcher knife .....	30	3 Match box stands .....	24
1 French knife .....	60	3 Soap dishes .....	25
2 Spatulas .....	80	12 Salt shakers .....	1 50
2 Table spoons .....	13	2 Lemon reamers .....	40
4 Brushes . . . . .	20	12 Dinner plates .....	1 25
2 Stove mitts .....	50	4 Jugs . . . . .	60
4 Asbestos mats .....	20	3 Tea kettles .....	2 70
1 Cork screw .....	25	1 Sauce pan .....	25
4 Egg beaters .....	60	1 Double boiler .....	85

1 Stove to burn coal or wood \$30 00

Total cost, \$98.25. The stove in the above list may be replaced by a \$20.00 wood stove, or by a \$10.00 two-burner coal-oil stove, in which case the total cost becomes \$88.25 or \$78.25.

## No. 2 Equipment

A less expensive equipment with which much useful work may be done is as follows:

1 Oil stove	- 1 Measuring cup	1 Dish pan
1 Tea kettle	1 Strainer	1 Rinsing pan
1 Saucepan	1 Cork screw	1 Draining pan
1 Frying pan	1 Egg beater	1 Garbage crock



1 Double boiler	1 Dover egg beater	1 Soap dish
1 Toaster	6 Plates	1 Scrub basin
2 Asbestos mats	2 Granite plates	1 Scrub brush (small)
6 Knives	1 Tea pot	3 Dusters
1 French knife	2 Bowls	3 Dish cloths
6 Tablespoons	1 Lemon reamer	6 Dish towels
24 Teaspoons	1 Grater	3 Scrub cloths
24 Forks	1 Salt shaker	1 Pot holder
2 Wooden spoons	1 Pepper shaker	

Estimated cost about \$10 or \$12.

*Sewing Room.*—Where the sewing prescribed in the course of study for the different Forms is taken in the ordinary class room, as will almost invariably be the case, the following equipment will be sufficient for each pupil:

A work box containing scissors, thimble, thread, cushion and pins, needles, measure and emery, and costing from 50c. to 75c. per set, is required. The boxes may be made of millboard, or candy boxes may be used. A special cupboard should be provided for these boxes and the working material. A demonstration frame of coarse canvas and mounted on a stand is also useful to teach the various stitch forms.

## V. Regulations for the Establishment and Maintenance of Elementary Manual Training Classes in Village and Rural Schools

### Establishment, Maintenance, and Legislative Grants

The Public or Separate School Board of Trustees of a rural or village school which is unable to avail itself of the provisions of the General Regulations, but which maintains classes in Elementary Manual Training, satisfactory to the Minister of Education, employs a teacher with a Departmental Certificate in this subject, and provides accommodations and equipment satisfactory to the Minister, shall be paid an initial grant not exceeding \$50 and a subsequent annual grant of \$30 for each school approved by the Minister, from any appropriation made by the Legislature for instruction on this subject. In no year, however, shall the Legislative Grant exceed the total expenditure of the Board for these classes.

2. The accounts of the classes in Elementary Manual Training shall be kept separate from the general school expenditure, and the grants made must be expended solely for these classes. The totals of the receipts and expenditures shall, however, be included in the General Financial Statement of the Board to the Department of Education.

3. Much of the work in Elementary Manual Training may be done out of school hours, but a definite place must be provided for all the classes in the time table, satisfactory to the Inspector of Manual Training.

4. On the report of the Inspector of Manual Training that the organization and the teaching are satisfactory, an annual grant of \$30, in addition to the regular salary paid by the School Board, will be paid by the Minister also out of any appropriation made by the Legislature for this purpose, to each legally qualified teacher who holds also a certificate in Manual Training, and who gives instruction in accordance with the regulations of the Department of Education.

5. If in any year the amount voted by the Legislative is insufficient to pay the grants in full or if there is a balance over, the Minister may make a *pro rata* reduction or increase.

6. The foregoing provisions shall not apply to any School receiving grants for Manual Training under the General Regulations. The grants made to them cover the Manual Training of all the Forms.

7. When an equipment on which the Legislative Grant has been paid to its full value remains unused for two years, the Minister may direct the transfer of said equipment to another school in the Province.

### Accommodations

The following description of the Manual Training accommodations applies to the schools provided for above, the Manual Training of the lower forms being taken at the school desks:

*Wood-working.*—The accommodation may be of three kinds. First, a small room adjoining the school room; second, a part of the school room itself; third, a basement or shed. Where space will permit, provision may be made in the school room by fitting a continuous bench with a top 18 inches in width and about 2 feet 7 inches in height. A length of 8 feet will accommodate five boys working at one time. These benches are best placed under the window.

A chest or cupboard should be provided to hold the above general tools, which should be so placed that their cutting edges are protected.

Before every vacation, both bench and general tools should be wiped with an oily rag and placed carefully away, out of the reach of damp, in order that rust may be avoided. When it is desirable to save space, a tool cupboard may be conveniently fitted within the framing of the bench.

The Board shall also provide facilities for storing the necessary tools, materials, and other requisites.

### Equipment

1. For the lower forms the equipment should be as follows:—

*Paper Work.*—Pencil, scissors, ruler graduated in inches, halves, quarters, and eighths, millboard for each pupil to protect the desk top, paste or other adhesive, and paper for drawing and construction.

*Cardboard Work.*—In addition, knife, compasses, set square for each pupil, one ticket punch for every five pupils, and cardboard of various weights.

*Knife Work.*—Knife, pencil, ruler, compasses, try square for each pupil, three or four small hammers, two hand screws, oil stone, oil can, and assorted brad-awls for the class, and working material.

2. For the higher forms the equipment should be as follows:—

*Wood-working.*—(1) The following set of tools for each bench or bench place: Bench hook, drawing kit, pair of compasses, rule 2 ft., marking gauge, try square, jack plane, firmer chisel 1-in., firmer chisel, ½-in., firmer chisel ¼-in., tenon saw, bench whisk. Estimated cost, \$5.00.

2. The following general tools:

Smoothing, plane, try square 12-in., two screw drivers, two braces with assorted bits, metal and wood countersinks, two gimlets, two brad-awls, one bevel, one mortise gauge, two nail sets, one wood hand screw, one pair pincers, one pair wing dividers, one pair cutting pliers, four hammers, one hatchet, one pad saw, one rip saw, one cross-cut saw, one oilstone. Estimated cost, \$10.50.

In addition to the above general equipment, every school should have a large tee square, two set squares, 45 degrees and 60 degrees, a graduated rule and a pair of compasses for blackboard use.

## **VI. Teachers' Certificates in Manual Training and Household Science**

### **Elementary Certificates**

1. Elementary certificates in Manual Training and Household Science will be granted by the Department of Education to the following classes of students and on the following conditions:

(1) To Grade A Normal School students who have passed the final examination of the Normal Schools and have taken, from April to the end of June, the prescribed course in Manual Training at the Ontario Agricultural College, Guelph, or in Household Science at the University of Toronto, and have passed the prescribed final examinations.

(2) To other Normal School students who have taken the High School course in Manual Training or in Household Science and have passed the special examination in these subjects at the close of the High School Course, who have passed the Normal School June final examination, who have taken the prescribed Summer School courses in July in Household Science at the University of Toronto, or in Manual Training at the Ontario Agricultural College, Guelph, and who have passed the prescribed final examinations.

(3) To teachers with First, Second, or Third Class certificates who have taken the two prescribed Summer School courses in July in Household Science at the University of Toronto, or in Manual Training at the Ontario Agricultural College, Guelph, with directed Winter's reading courses, and have passed the prescribed final examinations.

### **Interim Ordinary Certificates in Household Science**

2. After June, 1913, only the courses in Household Science at the Macdonald Institute, Guelph, will be recognized by the Department of Education for Interim Ordinary certificates in Household Science.

3. Application for admission shall be made to the President of the Ontario Agricultural College, Guelph, not later than September 1st.

4. To be admitted, each applicant shall forward with her application the following certificates:

(1) Her professional First or Second Class certificate.

(2) A certificate from a clergyman or other competent authority that she is of good moral character.

(3) A certificate from a physician that she is physically able for the work of a teacher, and, especially, that she is free from serious pulmonary affection and from seriously defective eyesight or hearing.

5.—(1) The course shall extend over one year.

(2) On passing the final examination on the course prescribed, the candidate will be granted an Interim Ordinary certificate.

### **Interim Specialists' Certificates in Household Science**

6. Graduates in Arts in the Department of Household Science of the University of Toronto shall be entitled to an Interim Specialist's certificate in Household Science on completing the professional course at the Faculty of Education.

### **Permanent Certificates in Household Science**

7. An Interim Ordinary or Specialist's certificate will be made permanent on the report of the Inspector that the holder has completed satisfactorily two years' service as teacher of Household Science in one or more of the schools of the Provincial system.



### **Interim Ordinary Certificates in Manual Training**

8. The training of teachers of Manual Training is provided for in the Macdonald Institute, Guelph.

9. Application for admission shall be made to the President of the Ontario Agricultural College, Guelph, not later than September 1st.

10. To be admitted, each applicant shall forward the certificates required from applicants for admission to the course in Household Science, as detailed in Reg. 4 above.

11.—(1) The course shall extend over one year.

(2) On passing the final examination on the course prescribed, the candidate will be granted an Ordinary Interim certificate.

### **Interim Specialists' Certificates in Manual Training**

12. The holder of an ordinary certificate in Manual Training who presents evidence of at least one calendar year's employment as a mechanic in a shop shall be granted in Interim Specialist's certificate in Manual Training, the evidence and character of such employment to be satisfactory to the Minister.

### **Permanent Certificates in Manual Training**

13.—(1) An Interim Ordinary certificate will be made permanent on the report of the Inspector that the holder has completed satisfactorily at least two years' service as a Manual Training Teacher in one or more of the schools of the Provincial system, and has been employed as a mechanic in a shop for at least two months, the evidence and character of such employment to be satisfactory to the Minister.

(2) An Interim Specialist's certificate will be made permanent on the report of the Inspector that the holder has completed satisfactorily two years' service as a teacher in one or more of the schools of the Provincial system.

(3) The employment prescribed in 12 and 13 (1) above may be taken at different times, and before or after the completion of the course at the Macdonald Institute.

### **Value of Certificates in Household Science and Manual Training**

14.—(1) With the approval of the Minister, the Elementary certificates in Manual Training and Household Science shall be valid in Rural or Village Public or Separate Schools where most of the teacher's time is given to the general work of the school programme.

(2) The certificates in the Industrial Arts, granted heretofore, are of the same value as the elementary certificates in Manual Training to be granted under these Regulations.

15. Any person holding an Ordinary or Specialist's certificate in Household Science or Manual Training shall be legally qualified to teach that subject in any of the schools of the Province, but Specialists shall have the preference in appointments to the staffs of the Collegiate Institutes, and, as soon as the supply is adequate, Specialists alone shall be qualified to hold positions in Collegiate Institutes.

### **Exemptions**

16. The foregoing Regulations in regard to the courses and certificates in Household Science and Manual Training shall not affect the status of any one now qualified as a teacher in either of these departments under the Regulations of the

Department of Education, or the claims of any students who have commenced courses under the old regulations, provided they complete them by July, 1913.

NOTE.—The Syllabuses of the various courses may be obtained as follows:

From the Registrar of the University of Toronto, the Syllabuses of the Courses for Elementary and for Specialists' Certificates in Household Science; and, from the President of the Ontario Agricultural College, Guelph, the Syllabuses of the courses for all the Certificates in Manual Training and for the ordinary Interim Certificates in Household Science.

### Instructions and Regulations

Instructions may be issued by the Minister of Education from time to time to Inspectors or other officers in carrying out the provisions of these Regulations.

All former Regulations of the Department of Education that are inconsistent with these are hereby repealed.

January, 1912.

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### TO THE SCHOOL PRINCIPAL

(Re National Sanitarium Association)

The Minister of Education has had under consideration the representations made to him on behalf of the National Sanitarium Association in favour of the efforts being put forth by the Association to exterminate tuberculosis. In view of the fact that there is a general movement to direct attention to the work of the Association, the Minister desires to notify school boards that the Department approves of the object aimed at by the Association and recommends that on the closing day of school before the Christmas holidays, the trustees or the Principal of the school call attention to the duty of combating the disease, and make such use of the printed statements now being issued as may be deemed expedient. These documents may be secured from the secretary, Mr. R. Dunbar, Secretary-Treasurer of the National Sanitarium Association, 347 King Street West, Toronto.

November 15, 1912.

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### OFFICIAL CALENDAR FOR THE YEAR 1913

(Form 94)

#### Teaching Days for 1913

High, Continuation, Public and Separate Schools have the following number of teaching days in 1913:

#### DATES OF OPENING AND CLOSING

Open .....	3rd January	Close .....	20th March
Re-open .....	31st March	Close .....	27th June
Re-open .....	2nd September	Close .....	22nd December

January .....	21	July .....	..
February .....	20	August .....	..
March .....	15	September .....	21
April .....	22	October .....	23
May .....	22	November .....	20
June .....	19	December .....	16
	119		80
		Total .....	199

NOTE.—Christmas and New Year's holidays (23rd December, 1913, to 4th January, 1914, inclusive), Easter holidays (21st March to 30th March, inclusive), Midsummer holidays (from 28th June to 1st September, inclusive), all Saturdays and Local Municipal Holidays, Dominion or Provincial Public Fast or Thanksgiving Days, Labour Day [1st Monday (1st) of Sept.], Victoria Day, the anniversary of Queen Victoria's Birthday (Saturday, 24th May), and the King's Birthday (Tuesday, 3rd June), are holidays in the High, Public and Separate Schools, and no other days can be deducted from the proper divisor, except the days on which the Teachers' Institute is held. The above-named holidays are taken into account in this statement, so far as they apply to 1913, except any Public Fast or Thanksgiving Day, or Local Municipal holiday. Neither Arbor Day nor Empire Day is a holiday.

### OFFICIAL CALENDAR

The italicized portions in parentheses give the wording of the statute and regulations as the authority for the dates.

#### January:

1. NEW YEAR'S DAY (Wednesday).  
By-laws for establishing the withdrawal of union of municipalities for High School purposes to take effect. [H. S. Act, sec. 6 (1) (2)]. (*1st January.*)  
First meeting of Rural School Trustees. [P. S. Act, sec. 68 (1)]. (*Wednesday following the annual meeting.*)  
Polling day for trustees in Public and Separate Schools. [P. S. Act, sec. 60 (c); S. S. Act, sec. 31 (3)]. (*1st Wednesday in January.*)
3. High, Continuation, Public and Separate Schools open. [H. S. Act, sec. 51; P. S. Act, sec. 7; S. S. Act, sec. 81]. (*3rd day of January.*)
4. Truant Officers' Reports to Department due. (*Not later than 5th January.*)
7. Principals of High and Continuation Schools and Collegiate Institutes to forward supplementary report *re* changes in staff, etc. (*Not later than 7th January.*)  
Clerks of Municipalities to be notified by Separate School supporters of their withdrawal. [S. S. Act, sec. 47 (1)]. (*Before 2nd Wednesday in January.*)  
Provincial Normal Schools open (Second term).
9. First meeting of Municipal Boards of Education. (*Thursday after first Monday in January.*) [B. of E. Act, sec. 9].
13. Appointment of High School Trustees by Municipal Councils other than County. [H. S. Act, secs. 14, 21 (1); see also Mun. Act, secs. 259, 587]. (*2nd Monday in January.*)  
Annual meeting of Rural Municipal Public Library Associations. (*2nd Monday in January.*) [P. L. Act, sec. 19 (4)].
14. Annual Reports of Boards in cities and towns to Department due. (*Before 15th January.*)  
Secretaries of Rural School Boards to notify Inspector and Municipal Clerk of names and post office addresses of Trustees and Teachers. (*Before 15th January.*) [P. S. Act, sec. 76 (c)].



15. Trustees' Annual Reports to Inspectors due. [P. S. Act, sec. 76 (e); sec. 118]. (*On or before 15th January*).  
Annual Reports of Kindergarten attendance to Department due. (*Not later than 15th January*).  
Annual Reports of Separate Schools due. [S. S. Act, sec. 28 (18); 33 (9)]. (*On or before 15th January*).
15. Annual Reports from High School Boards and from Continuation Schools to Department due. [H. S. Act, sec. 24 (1)]. (*On or before 15th day January*).  
First meeting of Public School Boards in cities, towns and incorporated villages. [P. S. Act, sec. 67 (1)]. (*3rd Wednesday in January*).
28. Appointment of High School Trustees by County Councils. [H. S. Act, secs. 14, 21 (1); see also Mun. Act, 259, 587]. (*4th Tuesday in January*).
31. Rural Boards of Trustees may appoint Truant Officer if Township Council neglects to. (*Council to appoint before 1st February*). [Truancy Act, sec. 7 (5)].

#### February:

1. Inspectors' Annual Reports to Department due. (*On or before 1st February*).
5. First meeting of High School Boards and Union Boards of Education. [H. S. Act, sec. 22 (1)]. [B. E. Act, sec. 16]. (*1st Wednesday in February*).
15. Public Library Board to submit estimate to Municipal Council of several sums required. (*On or before 15th February*). [P. L. Act, sec. 10].

#### March:

1. School Boards in unorganized Townships to appoint Assessors. (*Not later than 1st March*). [P. S. Act, sec. 34 (1)].  
Separate School supporters to notify Municipal Clerks. [S. S. Act, sec. 42 (1)]. (*On or before 1st March*).
13. Normal School Final Examination for Grade A Students begins.
20. Normal Schools close before Easter Holidays.  
High, Continuation, Public and Separate Schools close. [H. S. Act, sec. 51; P. S. Act, sec. 7; Sep. Sch. Act, sec. 81]. (*Thursday before Easter Sunday*).
21. GOOD FRIDAY.
24. EASTER MONDAY.
25. Annual meeting of the Ontario Educational Association at Toronto. (During Easter Vacation).
31. Night Public Schools close (Session 1912-1913). Reg. 12. (*Close 31st March*).  
High and Continuation Schools, third term, and Public and Separate Schools open after Easter Holidays. [H. S. Act, sec. 51; P. S. Act, sec. 7; S. S. Act, sec. 81]. (*Second Monday after Easter Sunday*).

#### April:

1. Returns by Clerks of counties, cities, etc., of population, to Department, due. [P. S. Act, sec. 40]. (*On or before 1st April*).  
Normal Schools open after Easter Holidays.
15. Reports on Night Public Schools due (Session 1912-1913). (*Not later than the 15th April*).
19. Notice by candidate for Junior High School Entrance and Junior Public School Graduation Diploma Examinations, to Inspectors, due (*before April 20th*). High School Regulation 15, Public School Regulation 19 (7) (d).
24. Inspectors report number of candidates for Junior High School Entrance and Junior Public School Graduation Diploma Examinations (*not later than April 24th*). High School Regulation 16.

30. Notice by candidates to Inspectors due for Senior High School Entrance, Senior Public School Graduation Diploma and the Model School Entrance Examinations and the Lower School Examination for Entrance into the Normal Schools and Faculties of Education (*before May 1st*). High School Regulations, Page 55, and Public School Regulation 19 (7) (c).

*May:*

1. University of Toronto Examinations in Arts, Law, Pharmacy, Music and Agriculture begin.
  2. Inspectors report number of candidates for Senior High School Entrance, Senior Public School Graduation Diploma and the Model School Entrance Examinations and the Lower School Examination for Entrance into the Normal Schools and Faculties of Education.
- ARBOR DAY (*1st Friday in May*).
14. Notice by candidates to Inspectors due for the following examinations:—The Middle School Examination for Entrance into the Normal Schools, The Upper School Examination for Entrance into the Faculties of Education, the Pass and Honour Matriculation Examinations (*before May 15th*). High School Regulations, page 55.
  16. Inspectors report number of candidates for above examinations. (*Not later than May 16th*).
  23. EMPIRE DAY. (*1st School day before 24th May*).
  24. VICTORIA DAY (*Saturday*).
  31. Assessors to settle basis of taxation in Union School Sections. [P. S. Act, sec. 29 (1)]. (*Before 1st June*).
- Collectors in Unorganized Townships to report to Sheriff uncollected rates for previous year. (*On or before 1st June*). [P. S. Act, sec. 37 (3)].
- Assessor in Unorganized Townships to return assessment roll. (*Not later than 1st June*). [P. S. Act, sec. 34 (4)].
- Public and Separate School Boards to appoint representatives on the High School Entrance Boards of Examiners. [H. S. Act, sec. 46 (b)]. (*On or before 1st June*).
- By-law to alter school boundaries or form Consolidated School Sections—last day of passing. [P. S. Act, sec. 15 (2)]. (*Not later than 1st June*).

*June:*

3. KING'S BIRTHDAY (*Tuesday*).
9. Senior High School Entrance and Senior Public School Graduation Diploma Examinations, and the Examination for Entrance into the Model Schools begins.
11. The Lower School Examination for Entrance into the Normal Schools and into the Faculties of Education begins.
12. Upper School Examination for Entrance into the Faculties of Education and Honour and Scholarship Matriculation Examinations begin. Normal School Final Examination begins.
13. University Pass Matriculation Examination begins.
16. Junior Public School Graduation Diploma Examination begins.
17. University Commencement.
18. Junior High School Entrance Examination begins.
20. Provincial Normal Schools close.
21. Inspectors' report on Legislative grant due. (*Not later than 22nd June*).
23. Middle School Examination for Entrance into the Normal Schools begins.

27. High, Continuation, Public and Separate Schools close. [H. S. Act, sec. 51; P. S. Act, sec. 7.] [S. S. Act, sec. 81]. (*End on 29th June.*)
30. Protestant Separate School Trustees to transmit to County Inspectors pupils' names and attendance during the last preceding six months [S. S. Act, sec. 12]. (*On or before 30th June.*)  
Trustees' Financial Statements of Continuation Schools and Fifth Forms, to Inspector, due. (*Not later than June 30th.*)  
Report on inspectoral visit of City Inspector, due. [Instructions, 16 c]. (*Not later than June 30th.*)

#### July:

1. DOMINION DAY (*Tuesday*).  
Arbitrators to settle basis of taxation in Union School Sections if Assessors disagree. (*On or before 1st July*). [P. S. Act, sec. 29 (5)].  
Last day for establishing new High Schools by County Councils. [H. S. Act, sec. 7]. (*On or before 1st July*).
3. Summer Schools open.
15. Inspectors' reports of Fifth Forms due. (*On or before 15th July*).

#### August:

1. Legislative grant for Urban Public and Separate Schools payable to Municipal Treasurers, for Rural Public and Separate Schools payable to County Treasurers and first instalment to District Trustees, and special grant to Urban School Boards. [D. E. Act, sec. 6]. (*On or before 1st August*).  
Notice by Trustees to Municipal Councils respecting indigent children, due. [P. S. Act, sec. 72 (1); S. S. Act, sec. 28 (13)]. (*On or before 1st August*).  
Estimates from School Boards to Municipal Councils for assessment for School purposes, due. [H. S. Act, sec. 24 (h); P. S. Act, sec. 72 (n); S. S. Act, sec. 28 (9); sec 33 (5)]. (*On or before 1st August*).  
High School Trustees to certify to County Treasurers the amount collected from county pupils. [H. S. Act, sec. 24 (k)]. (*On or before 1st August*).
11. Examinations for Commercial and Art Specialists begin.
15. Last day for receiving applications for admission to Model Schools. [Model School syllabus].
30. Last day for receiving appeals against the Midsummer Examinations. [H. S. Regs., Page 60, sec. 17 (2)]. (*Before September 1st*).

#### September:

1. Last day for receiving application to write on Supplemental Matriculation Examination. [Cir. 24]. (*Up to September 1st*).  
LABOUR DAY. (*1st Monday in September*).
2. High, Continuation, Public and Separate Schools open. [H. S. Act, sec. 51. (High Schools open, *1st Tuesday in September*)]. P. S. Act, sec. 7; S. S. Act, sec. 81]. (*1st day of September*).  
Last day for receiving applications for admission to Normal Schools. [Normal School syllabus].  
Model Schools open. [Model School syllabus].
8. Supplemental Matriculation Examination begins.
9. September Normal Entrance Examination in Lower School subjects begins.
23. Normal Schools open. [Normal School syllabus].
30. Trustees to report to Inspector amount expended for Free Text Books. (*Before 1st October*). Reg. 114.



*October:*

1. Principals of High and Continuation Schools and Collegiate Institutes to forward list of teachers, etc. (*Not later than Oct. 1st*).  
Municipal Council declares by resolution for forming Municipal Board of Education. (*On or before 1st October*). [Board of E. Act, sec. 4 (1)].  
Notice by Trustees of cities, towns, incorporated villages and township Boards to Municipal Clerks to hold Trustee elections on same day as Municipal elections, due. [P. S. Act, sec. 61 (1)]. (*On or before 1st October*).  
Night Public Schools open (Session 1913-1914). Reg. 12. (*Begin on 1st October*).
15. Trustees' report on purchase for Public School Libraries, to Inspectors, due. (*On or before 15th October*).  
Legislative grant payable to Trustees of Rural Public and Separate Schools in

*November:*

1. Inspectors' reports on Rural Library grants due. (*Not later than 1st November*).  
Inspectors' application for Legislative aid for Free Text Books to Rural Schools. (*Not later than 1st November*).

*December:*

1. Last day for appointment of School Auditors by Public and Separate School Trustees. [P. S. Act, sec. 78 (1); S. S. Act, sec. 28 (5)]. (*On or before 1st December*).  
Township Clerk to furnish to the School Inspector information of average assessment, etc., of each School Section. (*On or before 1st December*). [P. S. Act, sec. 48 (4)].  
Legislative grant payable to Trustees of Rural Public and Separate Schools in Districts, second instalment. [D. E. Act, sec. 6 (i)]. (*On or before 1st December*).
8. Model School Final Examination begins.
9. Returning officers named by resolution of Public School Board. [P. S. Act, sec. 60 (b)]. (*Before 2nd Wednesday in December*).  
Last day for Public and Separate School Trustees to fix places for nomination of Trustees. [P. S. Act, sec. 60 (b); S. S. Act, sec. 31 (5)]. (*Before 2nd Wednesday in December*).
12. Model Schools close. [Model School Syllabus].
13. Local assessment to be paid Separate School Trustees. [S. S. Act, sec. 58]. (*Not later than 14th December*).
15. County Council to pay \$500 to High School and Continuation School where Agricultural Department is established. (*On or before 15th December*). [Cont. S. Act, sec. 10 (3); H. S. Act, sec. 33 (2)].  
Municipal Councils to pay Municipal Grants to High School Boards. H. S. Act, sec. 33 (1), 35 (1-4)]. (*On or before 15th December*).
19. Normal Schools (first term) close. [Normal School syllabus].
22. High, Continuation, Public and Separate Schools close. [H. S. Act, sec. 51; P. S. Act, sec. 7; S. S. Act, Sec. 81]. (*End 22nd December*).
25. CHRISTMAS DAY (Thursday).  
New Schools, alterations of School boundaries and Consolidated Schools go into operation or take effect. [P. S. Act, sec. 16 (10); sec. 17 (6); sec. 21 (15); sec. 32 (7); sec. 15 (2); S. S. Act, sec. 4]. (*Not to take effect before 25th December*).

31. Annual meetings of supporters of Public and Separate Schools. [P. S. Act, sec. 53 (1); sec. 60 (a); S. S. Act, sec. 27 (1); sec. 31 (1)]. (*Last Wednesday in December*).

High School Treasurers to receive all moneys collected for permanent improvements. [H. S. Act, sec. 40]. (*On or before 31st December*).

Protestant Separate School Trustees to transmit to County Inspectors names and attendance during the last preceding six months. [S. S. Act, sec. 12]. (*On or before 31st December*).

Auditors' reports of cities, towns and incorporated villages to be published by Trustees. [P. S. Act, sec. 72 (p)]. (*At end of year*).

Financial statement, report of attendance, etc., from Teachers' Institutes. (Cir. No. 12). (*Not later than 31st December*).

Report on Inspectoral visits from Separate, County and District Inspectors due. [Instructions, 16, 16a, 16b]. (*Not later than Dec. 31st*).

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### ORDERS IN COUNCIL

William Armstrong appointed Messenger in the Department of Education. Approved 3rd January, 1912.

Agricultural Department established in connection with the New Liskeard Continuation School, to take effect from 15th March, 1912. Approved, 7th March.

Regulations regarding Manual Training and Household Science (Circular No. 3) approved 29th March.

Agreement with the Morang Educational Company, Limited, respecting the right to print, publish, and supply the Ontario High School History of England, approved 12th April.

Agreement with the Educational Book Company of Toronto, Limited, respecting the right to print, publish, and supply "The Ontario School Bookkeeping Second Course," "The Ontario School Bookkeeping Blank," and "The Ontario Pupils' Outfit in Business Papers," approved 12th April.

R. W. Anglin, M.A., Registrar of the Department of Education, appointed Secretary, and R. A. Croskery, B.A., Assistant Registrar, appointed Assistant Secretary of the University Matriculation Board. Approved 27th April.

Teachers' Courses at the Ontario Agricultural College in Elementary Agriculture and Horticulture and Elementary Manual Training (Circular No. 13B) approved 30th April.

D. J. Goggin, M.A., LL.D., appointed General Editor of Text Books for the Department of Education. Approved 30th May.

Regulations relating to Elementary Agriculture and Horticulture and School Gardens in rural and village Public and Separate Schools (Circular 13) approved 30th April.

Arthur W. Beall, M.A., appointed Special Lecturer in Rural and Urban Schools. Approved 30th April.

Normal Teachers' Courses in Household Science at the University of Toronto (Circular 42) approved 30th April.

Terms and Courses in Nature Study, Elementary Agriculture and Horticulture, Art and Construction Work, Woodworking and Mechanical Drawing, in the Summer Schools for Teachers at the Ontario Agricultural College (Circular 13C) approved 30th April.

Syllabus of Regulations and Courses in the Normal Schools (Circular 23) approved 30th April.

Syllabus of Regulations and Courses for Commercial Specialists' Certificates (Circular 2) approved 6th June.

Agricultural Departments established in connection with Napanee Collegiate Institute, Athens, Paris, Sydenham, Walkerton and Welland High Schools. Approved 12th June.

W. J. Summerby, R. O. White, E. E. Ingall, B.A., V. H. Gaboury, L. E. O. Payment, M.A., and Henri St. Jacques, B.A., appointed Inspectors of English-French Schools, the three former to be Supervising Inspectors. Approved 14th June.

Curriculums for the degree of B.Sc. (Agr.) at the University of Toronto, Queen's University, McMaster University, and the Ontario Agricultural College, and Regulations with regard to acceptance of Courses and standards for said degree, approved 25th June.

R. W. Murray, B.A., appointed Head Master of the Normal Model School, Toronto. Approved 25th July.

Miss L. E. Montgomery appointed Stenographer in the Department of Education. Approved 25th July.

George Lyons appointed Clerk of Certificates, and John F. Clark appointed Junior Clerk, and Samuel B. Herbert appointed Assistant in the Public Libraries Branch of the Department of Education. Approved 31st July.

Miss Valenda A. Larocque appointed Assistant Teacher in the English-French Model School at Vankleek Hill. Approved 10th August.

Sergeant-Major Skinner appointed Instructor in Drill, Gymnastics and Calisthenics at the Hamilton Normal School. Approved 6th September.



Frank McCordic and Miss Isabella Richardson appointed Assistant Teachers in the Normal Model School, Toronto. Approved 10th September.

Arthur Ostler appointed Violin Instructor at the Institution for the Blind, Brantford. Approved 14th September.

Regulations regarding Text-Books (Circular No. 14), Syllabus of the Courses and Examinations for the Degree of B.Sc. (Agr.) and Specialists' Certificates in Science and Agriculture (Circular 47A), and Syllabus of the Courses of the Examinations for Art Specialists in Continuation and High Schools and Collegiate Institutes and for Art Supervisors in the Public and Separate Schools (Circular 2A), approved 17th September.

Regulations regarding Roman Catholic Separate Schools and English-French Public and Separate Schools, as contained in Instructions No. 17, approved 5th October.

Herbert Wildgust appointed Music Master at the Normal School, North Bay. Approved 5th October.

Miss Muriel Middlemiss appointed Kindergarten Teacher in the Institution for the Blind, Brantford. Approved 22nd October.

Mrs. Annie E. Fairlie appointed temporarily to fill the position of Instructor in Household Science at the London and Stratford Normal Schools. Approved 30th October.

Miss Helen B. Rochester appointed temporarily to fill the position of Physical Instructor at the Peterborough Normal School. Approved 7th November.

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## APPENDIX H

FORTY-FIRST ANNUAL REPORT OF THE ONTARIO INSTITUTION FOR  
THE EDUCATION OF THE BLIND, BRANTFORD, BEING FOR  
THE YEAR ENDED 31st OCTOBER, 1912

HON R. A. PYNE, M.D., LL.D., *Minister of Education*:

SIR,—I have the honour to transmit herewith the Forty-first Annual Report upon the Institution for the Education and Instruction of the Blind, Brantford, for the year ended 31st October, 1912.

I have the honour to be,

Sir,

Your obedient servant,

H. F. GARDINER,  
*Principal.*

Brantford, November, 1912.

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**The Institution for the Education of the Blind**

In presenting the forty-first annual report of the Ontario Institution for the Blind, I have to report a decrease of ten (from 116 to 106) in the average attendance for the session which ended in June, 1912, as compared with the preceding session; also a decrease in the total registration from 127 to 115. The registration of pupils during the twelve months of the official year was 124, against 137 in the preceding official year. At the time of writing, I have not yet been able to obtain the promised statement with regard to blindness to be compiled from the returns of the Dominion census taken in 1911, but I have reason to believe that blindness is not increasing in Ontario, either relatively to the increase of the population of the Province, or absolutely. As there is no effect without a cause, there are few cases of unavoidable blindness; readers who recall the addresses of Dr. V. Speyr and Dr. Gonin, on "Avoidable Blindness," delivered before the Swiss Central Union at Zurich, and printed in my report for 1910, will understand that with proper care on the part of physicians, nurses, parents and employers the aggregate of blindness in any civilized country can be still further reduced. The report of the last examination of pupils by our own oculist contains entries of 3 males blinded by gunshot wounds, 1 by a gun cap, 1 by gun shell, 1 by blasting powder (boulders), 1 by dynamite explosion (stumping), 1 do. (mining), 1 powder explosion, 1 burned by lime, 1 cut with glass, 1 do. jack-knife, 1 do. wire, 1 scalded by steam, 12 ophthalmia neonatorum; 1 (female) head injured by fall, 1 struck by stick, 1 wound by file, 1 wound by glass, 13 ophthalmia neonatorum—blindness in all these cases clearly avoidable, and in most of the other cases on record probably so. Making due allowance for the correctness of the assumption that blindness is less prevalent than formerly, it is none the less a fact that there are many children in Ontario who should be in this school, but are not. Some of these I have heard of and written to, sending reports and other printed matter descriptive of the school and

its work, with application blanks, etc., and many have been visited by myself or some other member of the staff. These efforts are not always without result, but they have proved fruitless in so large a proportion of instances that I am sometimes tempted to modify the position I took in a previous report in opposition to applying the provisions of the compulsory education law to blind children. Our experience in this connection does not differ from that of other schools. In the report of the Texas school, for example, I read that "on reliable information, from various parts of the State, it is safe to say that the present enrolment does not represent half the number of blind and partially blind children who should attend this school. A misconception of the character of this Institution, and in many cases entire ignorance of its existence, have prevented many parents from sending their children hither. Again, the sentimental fondness of parents often keeps at home their afflicted child without training and without education." "Not only should parents be instructed as to their duty to educate their blind children, but they must even be persuaded and induced to do so. No amount of correspondence or advertising can produce satisfactory results."

With the exception of an epidemic of measles, which lasted from January 5th to March 2nd, the health of the pupils was good, but there was considerable sickness among the teachers and officers, in some cases necessitating permanent changes. John Daly, of the farm staff, was off duty on account of illness from October 20th, 1911, and died on April 12th, 1912. His place was taken by M. Rowley. Miss Elizabeth Lee, Kindergarten teacher, became ill November 24th, was removed to her home December 30th, and died July 24th. She had been connected with the Institution since January, 1903, and before that was a teacher in the public schools of Brantford. During her illness, Miss Lee's classes were taken by Miss Roberts, and after Miss Lee's death Miss Muriel Middlemiss was appointed to succeed her, assuming the duties on October 7th. Miss C. Kavanagh, of the literary staff, became ill December 15th, but happily recovered, and was able to resume work February 27th. Mrs. J. Kirk, who had filled the position of boys' nurse for more than twenty years, was so ill from December 21st, that it was apparent she would not again be fit for duty, and Miss Emma Seace was appointed on January 1st to take her place. Mrs. Kirk was removed to the home of her daughter in Kingston, on January 17th, and her formal resignation was received on January 31st. On Jan. 1st Miss Catharine Gillin died suddenly at her home in Brantford. She had served the Institution most efficiently as a teacher from 1884 to 1907. P. Berney, teamster, left duty, ill, January 8th, and died October 14th. A. C. Jackson was appointed to the position April 12th. W. N. Hossie, Bursar, was ill from March 20th to April 23rd. Miss M. Jones resigned as teacher of violin August 8th, and was succeeded by Mr. Arthur Ostler. Miss C. Roberts, printer, resigned October 31st, 1912.

Owing to the shortage in the teaching staff, the work in the printing office was not carried on continuously, but two useful books were printed—a Canadian History, and Lady Campbell's paper on Manners and Habits of the Blind, which she read at the Exeter convention. Besides programmes, examination papers, etc., the office also turned out a number of old-fashioned songs (words and music), with which the pupils could amuse themselves in their leisure hours as well as form a repertoire to entertain their friends at home in future years. The titles of the songs printed, and stitched in separate books, are:

Amo, Amas, I Love a Lass; Auld Lang Syne; Believe Me, if all those Endearing Young Charms; Bonnie; Bonnie Dundee; Clementine; Come Back to Erin; Comin' Through the Rye; Darling Nellie Gray; Dear Evelina; Dear Little Shamrock; Dixie's Land; Drink to Me only with thine Eyes; Dublin Bay; Flow

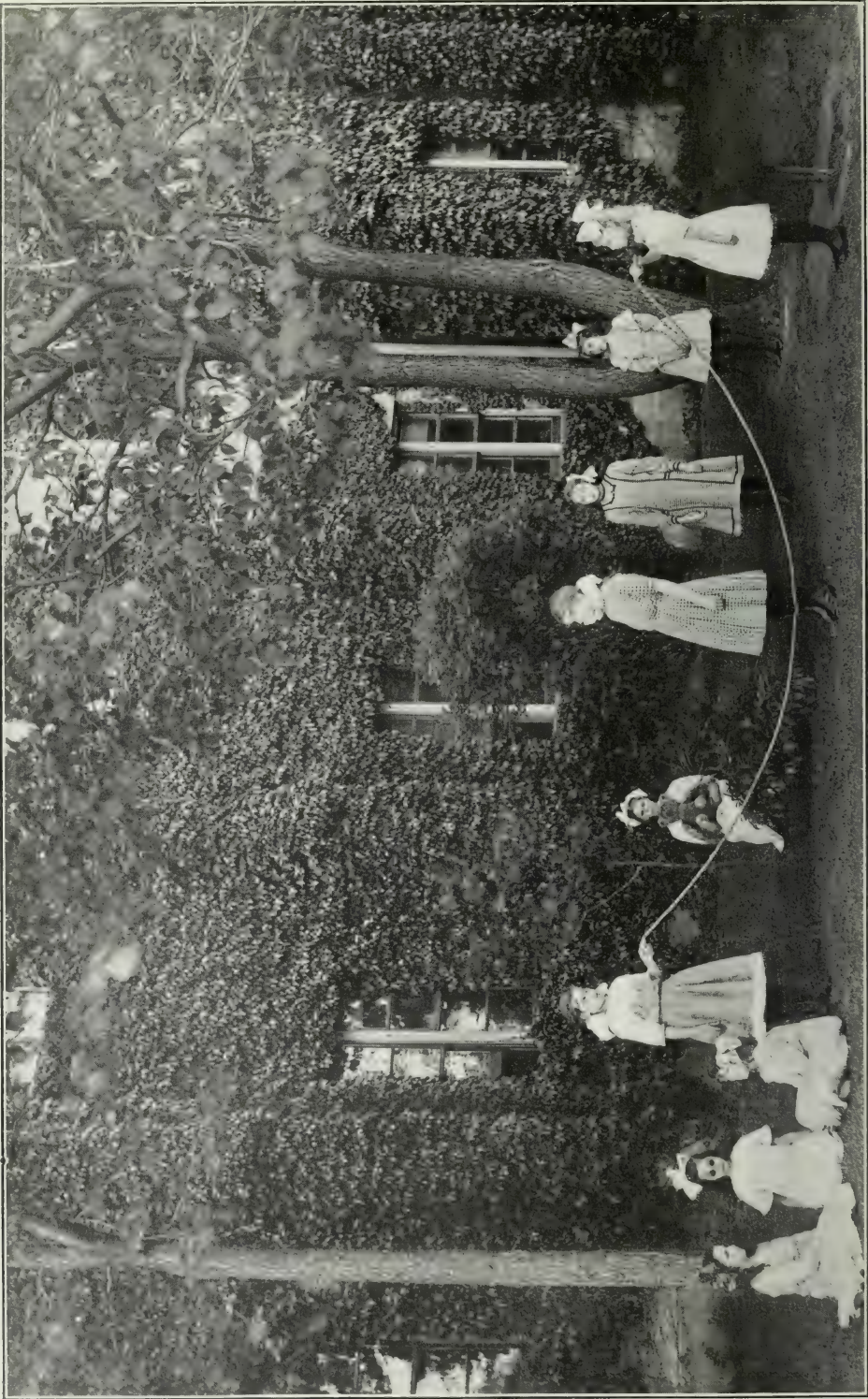


Gently, Sweet Afton; Gently Lead Us; Gipsy's Warning; Girl I Left Behind Me; God Save the King; Good Night Ladies; Home, Sweet Home; Huntingtower; I'm Afloat; Juanita; Killarney; Land o' the Leal; Land of the Maple; Last Rose of Summer; Loch Lomon'; Lords of Creation; Maple Leaf for Ever; March of the Cameron Men; Marching through Georgia; Marseillaise Hymn; Massa's in the Cold, Cold Ground; Meeting of the Waters; My Ain Folk; My Own Canadian Home; Nancy Lee; Nelson; O Canada; Off for Philadelphia; Old Black Joe; Red, White and Blue; Rocked in the Cradle of the Deep; Rock Me to Sleep, Mother; Rule Britannia; Sailing; Sally in our Alley; Scots wha hae wi' Wallace Bled; Silver Threads among the Gold; Simon the Cellarer; Soldiers of the Queen; Spanish Cavalier; Star-Spangled Banner; Stein Song; The Bridge; Three Fishers; Wake Nicodemus; Watch on the Rhine; When you and I were Young; Young Canada was There.

The list of certificates awarded to pupils in music, as the result of the examinations by Dr. Ham, will be found in the report of the closing concert, under the heading "Entertainments." It will be observed that a few pupils won certificates in Organ, Violin and Voice Culture, in addition to the quite extensive lists in the seven grades of piano work and in the five grades of musical theory. The examination in the Rudiments of Music, for which the questions prepared by Dr. Ham were printed in New York point and the answers written in point with slate and stylus, was very satisfactory, as was also the test of writing music from dictation. The apparatus for teaching Rudiments, so that the pupil shall have equal knowledge of the ink and the point notation, is not as perfect as can be imagined, but that will be remedied if time permits. The resignation of Miss Jones, after teaching the violin class for one session, was greatly regretted, but the engagement of Mr. Ostler encourages the expectation that the pupils will not suffer from the change. Miss Jones has gone to Toronto to continue her study of her favourite instrument. One of our pupils took her diploma at the Toronto College of Music, and three others passed examinations with a view to the same object.

I have devoted considerable space in this report to summaries of the papers and discussions at the conventions held at Pittsburgh, Penn., and Exeter, England, on behalf of work for the blind, the object being to awaken and sustain public interest, not only in the efforts put forth in Europe and America for the education of blind youth, but also in the cause of the adult blind, whose interests are much better looked after in Great Britain and Europe than in Canada. If our people can be got to know the facts, they will think and care and act, as many in Europe have long done, and as some in the United States are now doing. As pointed out in previous reports, experience has demonstrated that blind adults cannot be admitted to schools for blind children without doing far more harm to the children than good to the adults, but shops in which the latter could be taught and employed would be most beneficial. By the cards and key described in former reports, and which are furnished free to all applicants, with the help of any sighted friend a blind adult can learn to read without coming to school, but the average man or woman wants other employment besides reading, not only for the pleasure of working, but for the money to be earned. It is much better for the community as well as for the individual, that the blind should be busy and independent than that they should be idle mendicants.

So many parents of blind children hesitate to trust their little ones to the care of strangers, and therefore keep them at home when they should be at school, that I feel justified in presenting the following extracts from letters received during the year, to let them see how others regard the matter:



In Front of Main Building, O. I. B.



A pupil: "I am anxiously waiting for school to open again."

A pupil's father: "I am much satisfied with my son's report. I think he has done well."

A mother: "We shall always remember gratefully your kindness to — while under your care."

An ex-pupil: "I would like to take this opportunity of thanking you for sending yearly reports of the school, the reading of which I enjoy very much, as I will always be interested in the work of the O.I.B. Soon after leaving school I obtained a position with — as wareroom tuner, with whom I am still employed at a good salary."

A father: "While I am writing I might say that I am very much pleased with —'s progress during the time she has been under your care. I am very grateful."

A pupil's parents: "We are very thankful to you and her teachers for the kindness given her, and we hope — is a good girl."

A parent: "Thanking you for all the interest taken in him, as he is learning fast, and I hope he will continue to like the school."

A mother: "Thanking you for your kindness and trouble and also for the good care you have taken of —."

A mother: "We received your report and thank you very much for it. I have read every word of it; it is always very interesting reading to me . . . Thank you very much for your care and kindness to him in the past."

An ex-pupil: "We received the annual report last week. It is kind of you to remember us ex-pupils in that way. It is nice to know what is going on at the school, though the familiar names are growing fewer year by year. I was indeed sorry to learn of the death of Miss Walsh and Miss Gillin. They were two of the many whose kindness to me during my stay at Brantford I shall never forget."

An ex-pupil: "The annual report was, needless to say, very much welcomed. Mother has read quite a bit of it to us and we hope to hear more of it soon. Although I hear considerable O.I.B. news from those of my friends who are still in attendance there, the report always holds much of interest that I do not hear elsewhere. I was specially interested in the list of those who passed examinations. It is pleasant to see one's old friends climbing up from year to year. Hoping that the Ontario Institution for the Education of the Blind may continue to improve under your supervision, and that each year may bring fresh blessings for you and for the O.I.B., I remain."

A mother: "Just a few lines to acknowledge the annual report. We were pleased to see — was getting along so nicely in her classes; also in her music. I must thank you and the staff for your kindness to her through her illness, and for giving her such good care. I think the work she brought home is lovely."

A father: "I was very much interested in the Year Book just to hand, and we both feel more than glad our boy is in such good hands as your own; also we trust you find him a good boy and repaying you for your trouble and care."

A father: "I am very much pleased with the progress — is making at the Institute and thank you very much for the kindness shown her there."

A parent: "I beg to acknowledge the receipt of your report *re* —, for which I beg to thank you, and particularly note the marks thereon *re* his progress under your supervision, for which I am delighted."

A mother: "I thank you for all your kindness and good care of my little son and all at the school who are so patient in caring for the blind pupils."

A mother: "Best wishes for the prosperity of the Institution."



A mother: "I hope I am not too late to thank you for sending me the report, and also your kindness to —. She often tells me how thoughtful and kind you and your assistants are to her."

A father: "I might say we are thankful to you all for being so kind to — when she was sick."

An ex-pupil: "Many thanks for the annual report. I heard every word of it from cover to cover and found it quite interesting, indeed. I shall always be pleased to hear of the progress made at the O.I.B. I was pleased to learn that the violin is being taught there now. It will be a great comfort, I am sure, to those who have the privilege of studying it."

A mother: "I must also thank you for sending the report of my little daughter; we are all pleased with the progress she is making in all her studies; also in her health and conduct being good. I must certainly say in all the letters I have from her she tells me how happy she is; also what a good time she has at school, so we feel very grateful there is such an institution for the benefit of our little daughter. Thanking you again for your kindness shown to her, I remain."

A mother: "Thanking you kindly for what she has been taught in your school; she seems quite anxious to get back again."

A mother: "I must say we are very much pleased with her report and thank you very much."

A mother: "I sincerely thank you for your patience and kindness towards — since she attended your school, which is easily seen by the love she has for you, and I am more than pleased with the progress she is making under the circumstances."

A father: "We were so pleased with the way — has been getting along. He has spoken in his letters very satisfactorily of the work he is doing, and seems to like it very much. We return many thanks to you and to everyone that has been so good to my dear boy."

A mother: "Received his report and think he is doing real well for the time he has been there. Wishing you every success in your good work."

A father: "Thank you very much for the care you take of him; — speaks so well of you when he is home."

Both parents: "As he is leaving the school this session, we take this opportunity of expressing our appreciation of the way in which he has been educated, and trust that he will turn out to be a credit to the Institution. Wishing you every success."

A mother: "We received your yearly report and read it with much interest. I assure you we all thank you for all you have done for our blind child, knowing what a terrible blank his life would be if it were not for the efforts of people like you and your staff."

A father: "I also wish to thank you for the many kindnesses shown my daughter by yourself and your staff. She sends me nothing but praise for you and the teachers, and I am extremely pleased with her report. Kindly give my thanks to her teachers for their goodness to her."

An ex-pupil: "Wishing you health and prosperity and may Divine Providence spare you many years yet to continue the noble work of the school."

A father: "I am thankful to God that there is a way for him to get an education. I wish that we had sent him long before we did. I feel glad that he likes his teachers; we have no trouble to get him to go to school. I am thankful to know our afflicted darling is in such kind hands."

An ex-pupil to the Trades Instructor: "Everything you sent has proved most satisfactory. — spent last Monday with me and I am now in a position to continue the work. I find the model sent is a great improvement upon the older way of working. With your timely help and the assistance of some friends here, I hope to be able to procure the necessaries of life."

A pupil's mother: "I must say — has certainly improved since we sent him to the Institution, and great credit is due to you; also to his teachers, as he likes being at the Institution."

A pupil's aunt: "I thank you very much for all you have done for —, and all that I hope you are going to do for her, as I hope this year has just been the beginning of her school life in Brantford."

An ex-pupil: "Just a few lines to thank you for the Annual Report, which I was very much pleased to receive. I appreciate your kindness very much in remembering me, as I know you have a great deal to think about. I am always glad to know what is going on at school and of the improvements that are taking place. I had planned to go to Brantford when I was so near, but was disappointed. I hope to go some time, as I would like so much to see you all again."

#### Attendance

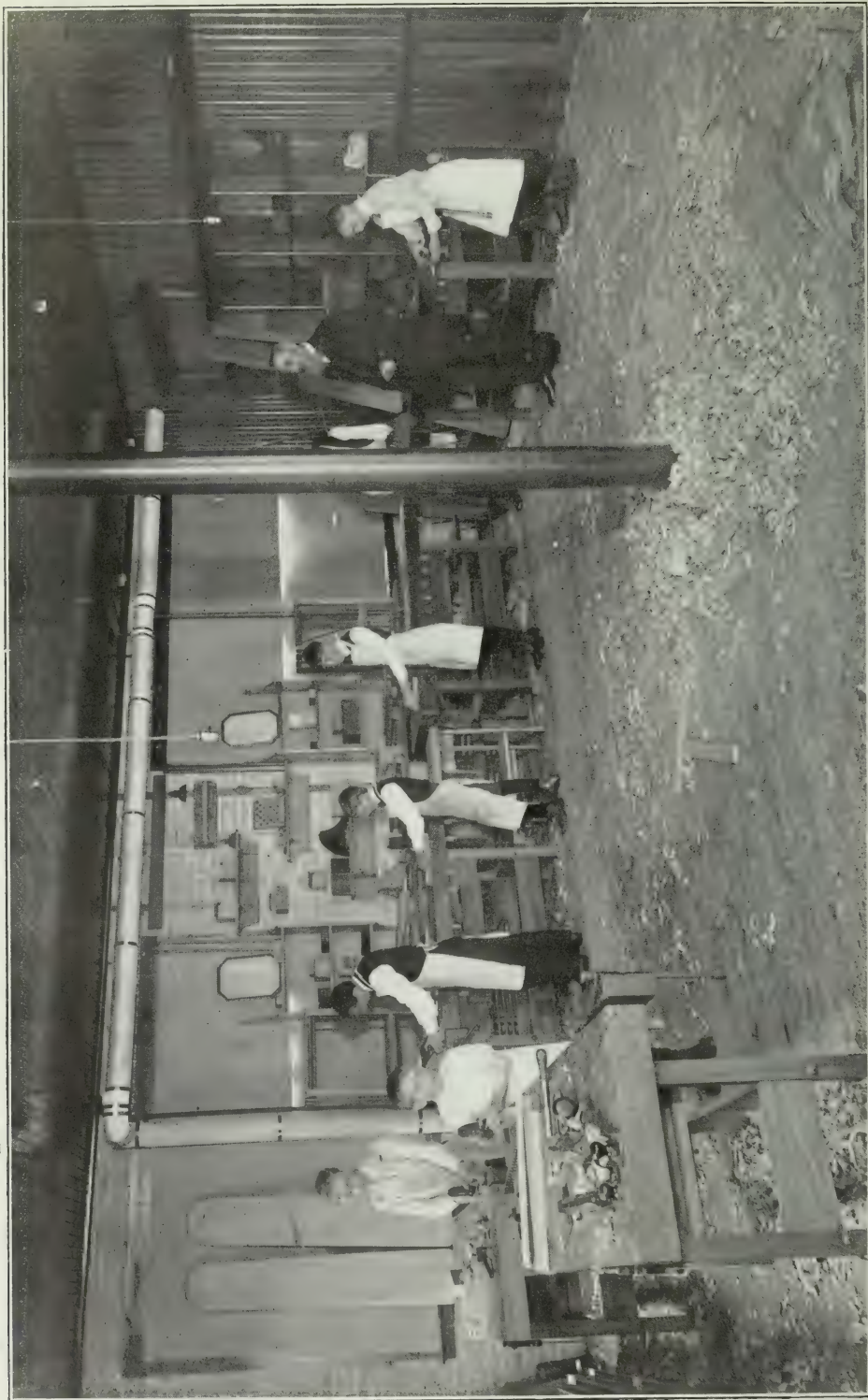
The total registration of pupils in the session of 1911-12 was 115, twelve less than in the preceding session; at the opening on September 27th, 1911, there were 104 pupils, as compared with 109 at the opening of the preceding session; at the close 104, as compared with 115. Eleven pupils, who were not present at the opening in September, arrived during the session; six of these were new; five had been in attendance previously. Of the eleven pupils who were present during a part of the session, but did not remain until the end, two males went home at Christmas and did not return; two males left to work at basket-making; one male proposed to tune and canvass, and one male embarked in chicken-raising. One female was taken home on account of her mother being displeased; four females went home sick, and have since returned. Of the 104 pupils who were present at the close of the session, there were 58 males and 46 females.

The number of pupils in attendance at the opening on September 25th, 1912, was 98, as compared with 104 at the corresponding date in 1911, and 104 at the closing of the school term on June 19th, 1912. Of those in attendance at the close of the last term, 85 had returned; four former pupils who were not here at the close of the last term had come back, and nine new pupils had been enrolled. The absence of the 19 who left in June and did not return in September is thus explained:—

One male decided to prolong his vacation on account of poor health; two males remained away without explanation; one male went into the manufacture of baskets; three males expected to work at tuning; one male proposed to undergo an operation to preserve what sight he had; one male was too lazy to work, and five males were kept from school by the decision of the railways to charge full fare from the west. One female graduated in music and proposed to teach in her home town; one was detained by serious illness; one retired, being over school age; one gave no explanation, but as her sight was improving, she is probably attending the public school; one was kept at home nominally to be present at some family social function.

The ages of the new and re-admitted pupils are as follows:—





Sloyd Shop, O. I. B.



<i>Males</i>		<i>Females</i>	
Twenty-five years .....	1	Thirty years .....	1
Eighteen years.....	1	Twenty-two years .....	1
Seventeen years .....	1	Twenty-one years .....	1
Twelve years .....	1	Nineteen years .....	1
Seven years .....	1	Eighteen years .....	1
		Sixteen years .....	2
		Nine years .....	1
		Total females .....	8
		Total males .....	5
Total males .....	5	Total males and females.....	13

## Pupils Registered in Session, 1911=12

Name	Residence	Name	Residence
Barton, Gustavus .....	Kazubazua, Que.	Landriau, Valmore ...	Ottawa.
Beach, Sparling .....	Ottawa.	Lee, George .....	Epping.
Burgess, Lloyd .....	Princeton.	Lott, Ernest .....	Brussels.
Carlson, Frederick ...	Hope Station, B.C.	Lowe, Walter .....	Hamilton.
Chapman, Oswald .....	Rosseau.	McDonald, Norman ...	Mitchell.
Chatelain, Jean .....	Billings' Bridge.	Murray, Ancile .....	Goderich.
Clissold, Frederick ...	Mimico.	Patterson, Clifford ...	Hamilton.
Cotter, James .....	Ottawa.	Paul, Leonard .....	Haileybury.
Crew, William .....	Toronto.	Pinnock, Alfred .....	Brantford.
Culver, John .....	Todmorden.	Piper, Percy .....	Niagara Falls.
Cundy, John .....	Regina, Sask.	Price, Frederick .....	Niagara Falls.
Damude, Orval .....	Thorold.	Raymond, Walter ...	Collingwood.
Derbyshire, Byron ...	Athens.	Rees, Walter .....	Steeltown.
Dery, Rosario .....	Ottawa.	Richardson, Henry ...	Toronto.
Duff, Charles .....	Banda.	Richardson, Robert ...	Hamilton.
Eastman, William ...	Gelert.	Rigg, William .....	Weston.
Everts, Leo .....	Wittenburg, Alta.	Ross, Leslie .....	Unity, Sask.
Fenton, Mills .....	Allenford.	Salter, Melville .....	Oshawa.
Fonger, Stanley .....	Bruce, Alta.	Sherman, Leonard ...	Taber, Alta.
Frayne, Orville .....	Forest.	Shillington, Lloyd ...	Blenheim.
Garlick, Walter .....	Ottawa.	Simmons, Walter ...	Copper Cliff.
Golz, Gustav .....	Transcona, Man.	Smith, Joseph .....	London.
Gomm, William .....	Toronto.	Steele, Frederick .....	Perth.
Graham, Glen .....	Birnam.	Sutherland, Joseph ...	Sutherland, Sask.
Green, Harold .....	Winnipeg, Man.	Tomlinson, Roy .....	Saskatoon, Sask.
Grills, Ion .....	Campbellford.	Vance, Frank .....	Toronto.
Harvey, Walter .....	Toronto.	Vincent, Cecil .....	Crookston.
Hawken, Howard .....	Whitby.	Wallis, Cyril .....	Toronto.
Higgins, Thomas .....	Toronto.	Webb, Harold .....	Allandale.
Johnston, Harold .....	Brockville.	West, Lionel .....	Galt.
Kelland, Wilbur .....	Kirkton.	White, Harry .....	Toronto.
Kennedy, Edward ....	Ottawa.	Yarocki, Harry .....	Garland, Man.
Ash, Rachel .....	Sarnia.	Doherty, Marguerite...	Peterborough.
Bell, Jessie .....	Brooklin.	Duciaume, Eva .....	Rockland.
Bickerton, Gladys ...	Navan.	Dunlop, Maud .....	Cooper's Falls.
Brunsdon, Alma .....	Welland.	Fitzpatrick, Alta ....	Wheatley.
Buss, Anna .....	Mille Roches.	Griffin, Alice .....	Hawtreay.
Catling, Nellie .....	Goderich.	Hawley, Doris .....	Winnipeg, Man.
Conybeare, Nettie ...	Woodstock.	Heaphy, Norah .....	Ottawa.
Cox, Winifred .....	Brantford.	Henrich, Evelyn .....	Brantford.
Crawford, Annie .....	Strathroy.	Hepburn, Harriet ...	Port Elgin.
Cuneo, Mary .....	Toronto.	Hewison, Betsy .....	Toronto.
Darby, Alice .....	Ottawa.	Hyndman, Elsie .....	Norwich.
Davidovitz, Esther ...	Hamilton.	Ingram, Elizabeth ...	Ottawa.
Davies, Florence ....	Toronto.	James, Gertrude .....	Waterford.
Davison, Winifred ...	Griersville.	Johnston, Charlotte ..	Guelph.

**Pupils Registered in Session 1911-12—Continued**

Name	Residence
Kaufman, Blanche ....	Chatham.
Lammie, Amy .....	Hensall.
Lammie, Greta .....	Hensall.
Lansdowne, Norah ....	Toronto.
Marsh, Mary .....	Holland Landing.
McAuley, Marjorie ...	Hamilton.
McEwen, Geraldine ...	Radisson, Sask.
McQuade, Ethel .....	Stratford.
Miles, Mildred .....	Toronto.
Miller, Susan .....	Gravenhurst.
O'Neill, Mary .....	Ottawa.
Rooke, Emma .....	Dereham Centre.

Name	Residence
Rusk, Elizabeth .....	Barkway.
Sells, Kathryn .....	Dubuque.
Slay, Gladys .....	Sarnia.
Smith, Effie .....	Brantford.
Squair, Ethel .....	Williamstown.
Stearns, Sarah .....	Ottawa.
Stephenson, Muriel ...	Collingwood.
Thompson, Gladys ....	Toronto.
Thompson, Teresa ....	Hamilton.
Woodcock, Gladys .....	Toronto.
Wright, Elsie .....	St. Catharines.

**New Pupils at Opening of Session, 1912-13**

Name	Residence
Alice Brennan .....	Bothwell.
Marion Creiger .....	Waterford.
Lillian Hardwick .....	Toronto.
Gertrude James (re-admitted) .....	Waterford.
Charlotte Johnston (re-admitted) .....	Guelph.
Amy Lammie (re-admitted) .....	Hensall.

Name	Residence
Ellen Shane .....	Hamilton.
Gladys Thompson (re-admitted) .....	Toronto.
Frank Jones .....	Winnipeg, Man.
James Rankin .....	Bickford.
Gordon Riddell .....	Toronto.
Francis Westcott .....	Salt Springs Island, B.C.
Oscar Wilker .....	Tavistock.

**Entertainments**

Throughout the session, the Tuesday evening entertainments by the pupils—ten being selected for each evening, in the order in which their names appeared on the roll—were kept up, the audiences including pupils, teachers, housemaids and other employees, with occasionally a few from outside the Institution. The programmes usually consisted of recitations and vocal and instrumental music, but sometimes a pupil was asked to give an address on some topic of temporary interest, and the general effect was to dissipate stage-fright and give to the pupils that self-confidence which is a necessary part of their equipment for life's duties.

On October 3rd, 1911, the Principal gave the pupils an account of his vacation visits to Philadelphia and New York, and on October 10th he described in detail his visit to the New York City School for the Blind. On October 31st, the Hallowe'en concert was held, with a volunteer programme of thirty numbers, in which Leonard Paul, Elizabeth Ingram, Gertrude James, Roy Tomlinson, Esther Davidovitz, Marjorie McAuley, Susan Miller, Harold Green, Gladys Woodcock, Betsy Hewison, Marguerite Doherty, Edward Kennedy, Alice Darby, Byron Derbyshire, Mary Marsh, Eva Duciaume, Sarah Stearns, Sparling Beach, Muriel Stephenson, Nellie Catling, Greta Lammie, Norah Heaphy, Ethel McQuade, Leslie Ross, Norah Lansdowne, Teresa Thompson, Winifred Davison, Mildred Miles, Gladys Slay, Geraldine McEwen and Clifford Patterson took part, the usual Hallowe'en refreshments being supplied by the Matron.

The Christmas concert was given on December 19th, the *Brantford Courier* of the next day reporting that:—

every seat was occupied and many had to stand at the Christmas concert, held in the music hall of the Ontario Institution for the Blind last evening. Commencing promptly at eight o'clock, Principal Gardiner referred briefly to the contents of the programme, which had been printed in ink and in raised point letters, explaining that the usual quota of songs by the kindergarten children was lacking on account of the illness of Miss Lee. He welcomed all who were present, whether they had come to show their interest in the blind, or merely for the pleasure of the entertainment. The problem of educating and instructing blind children and youths was in process of successful solution, in Canada as well as in other countries, but the more difficult problem of training



and assisting those who become blind in adult life had not been taken up in Canada as it should be. Nine-tenths of the blind were too old to attend school, and the earnest efforts of leading men and women in Europe and the United States were devoted to the amelioration of the condition of the blind adults who, if left uneducated and unemployed, found life a weary burden. He read an invitation he had received to attend the laying of a corner stone of "the first Settlement House for the Blind in the world," to-day in New York, the ceremony being performed by the President of the United States, assisted by the Governor of New York, and he longed for the time when the leaders of opinion in Canada would be found doing similar work.

The first number on the programme was an organ solo, "Toccato," by Dubois, played in a masterful manner by Jean Chatelain, of Ottawa, a pupil of Mr. Andrews, who promises well. There were two piano solos, Borowski's "Valse," played by Esther Davidovitz, of Hamilton, and Concone's "Sweet Memories," played by Susan Miller, of Gravenhurst. Geraldine McEwen, of Radisson, Sask., and Harold Johnston, of Brockville, pupils of Miss Harrington, played a piano duet, Engelmann's "Galop," winning deserved applause, and four of Miss Moore's pupils, Mary Cuneo, Ethel Squair, Clifford Patterson and Walter Simmons, played Chaminade's "Rigaudon," on an upright and a grand piano, their performance giving evidence of careful training. Emma Rooke, of Dereham Centre, contributed a vocal solo, Green's "Beautiful Land of Nod," her sweet voice doing full justice to the pretty song. The choral class, under Mr. Andrews' guidance, presented two part songs, "Yuletide," by Caldicott, and a double number, Macfarren's "You Stole My Love," and Pinsuti's "Good Night," in correct time and taste, receiving many compliments for the perfection of their work.

There were seven recitations, and all the pupils were letter perfect in their memorizing, the services of a prompter not being once required. Muriel Stephenson, a pretty little maiden from Collingwood, recited Margaret Vandegrift's "Dead Doll" most effectively. Harold Green, from Winnipeg, a little chap with a strong voice and superabundant earnestness, portrayed the abused boy who threatens to "go back to grandpa's," Mildred Miles, of Toronto, recited "Widder Green's Last Words" with force and spirit. Leonard Sherman, of Taber, Alberta, gave one of Walt Mason's comical pieces, entitled "The Salesman." Mary Cuneo told about the man who worried about the earth falling into the sun, etc., but was quite indifferent about his wife labouring over the wash-tub. Orville Frayne, of Forest, gave that old favorite, "Spartacus to the Gladiators," with much fire and force, recalling to many of his hearers their own school days. Winifred Davison, of Griersville, told a pretty Christmas story, entitled "Cart-wheels," the speaker's clear voice and distinct enunciation making it a pleasure to listen to her.

Before closing with "God Save the King," Rev. Dean Brady, of St. Basil's Church, and Rev. A. Allan, of St. Andrew's Church, voiced the opinion of the audience with regard to the merits of the concert, and gave some words of good cheer to the pupils who were going home for Christmas holidays. The Principal gave the pupils a message from Rev. Dr. Mackenzie, of Grace Church, expressing his regret that he could not be present because he had to attend a meeting in the city, and wishing success to all connected with the institution.

On the evening of December 25th, a Christmas tree entertainment by the pupils who had remained in the Institution during the holidays was much enjoyed, each pupil receiving a present during an interlude in the following programme:—Piano, "Flower Song," Kathryn Sells; recitation, "Song of Sandwiches," Harold Green; piano, "All Through the Night," Walter Raymond; recitation, "How to Catch a Beau," Elizabeth Ingram; song, "Face to Face," Walter Rees; piano, "Boat Song," Blanche Kaufman; recitation, "The Middle Daughter," Gladys Bickerton; piano, "The Harlequin," Leonard Paul; chorus, "Maple Leaf," Girls and Boys; piano, "Consolation," Gustavus Barton; recitation, "Uncle Skinflint's Present," Maud Dunlop; piano, "Rustic Dance," Ethel Squair; recitation, "Law of the Yukon," Leslie Ross; piano, "Two Thoughts," Sarah Stearns; Christmas Carols, Little Girls; recitation, "Smacking Match," Harriet Hepburn; piano, "Sonata" (Beethoven), Jean Chatelain; recitation, "Swipsey's Christmas Dinner," Nellie Catling; Christmas Carols, Senior Girls.

On the evening of March 14th, Mr. S. Percy Davies, of Brantford, came to the Institution with his gramophone, and gave a fine entertainment to the pupils in the music hall. The singing of several of the great operatic "stars" was particularly appreciated.



As the 17th of March fell on Sunday, the memory of St. Patrick was honoured on the evening of the 19th, members of the staff taking part with the pupils in the following programme:—Recitation, "Rich and Rare were the Gems she Wore," Mary Cuneo; recitation, "St. Patrick's Day," Robert Richardson; recitation, "Paddy's Courtship," Greta Lammie; piano, "Come Back to Erin," Miss E. A. Harrington; recitation, "The Milestone," Thomas Higgins; chorus, "Where the Shannon Flows," Little Girls; recitation, "The Birth of Ireland," Miss C. P. Kavanagh; vocal solo, "Believe Me if all those Endearing Young Charms," Charles Duff; address, "St. Patrick," Winifred Davison; chorus, "Norah Doolan," Little Girls; recitation, "Wearin' o' the Green," Susan Miller; recitation, "Courting in Kentucky," Maud Dunlop; chorus, "Dear Little Shamrock," Girls; recitation, "McCarthy's Widow," Orville Frayne; recitation, "Birthday of St. Patrick," Alta Fitzpatrick; chorus, "The Harp that Once Through Tara's Halls," Boys; recitation, "The First Eviction," Nellie Catling; reading, "Kelly, Burke and Shea," Mr. P. J. Roney; chorus, "Killarney," Girls; recitation, "Father Prout's Sermon," Mr. H. F. Gardiner.

April 9th, Mr. Herbert C. Treneer, a graduate of the Institution, now organist and choirmaster of St. Andrew's Presbyterian Church, Peterborough, paid us a visit, played for the pupils on the piano and pipe organ, and gave an address, in which he recounted some of the difficulties he had had to overcome before arriving at his present comfortable position. Besides his church work he has a large class of pupils in Peterborough. One of his recitals in that city caused the *Examiner* to say: "Mr. Treneer proved, in his splendid programme of standard and popular numbers, that he is a master of his art. His selections demanded a delicate and expert handling, and he had at his command all the necessary powers and qualities conducive of success. He had not only a pleasing touch, but the intelligence of his interpretation made his renderings an artistic delight. As an organist, Mr. Treneer has many admirers in Peterborough. There is something in his playing that immediately commands a sympathetic interest. Possessing a sure, clear and highly developed technique, his playing was robust, fresh and entirely free from affectations." A correspondent of the same paper wrote:—"I think that Mr. Treneer's performance last evening has never been surpassed in this city by a resident organist. St. Andrew's Church could well afford to have a new organ with a master behind it like Mr. Treneer."

April 30th, the Girls' Literary Club gave a "Longfellow Night" in the music hall, with Winifred Davison, President of the Club, in the chair. The programme included, besides the President's opening address, an essay on "Longfellow," by Norah Heaphy, four choruses—a Club Song (original), "Excelsior," "The Village Blacksmith," and "The Bridge"—one vocal solo, "The Arrow and the Song," by Ethel Squair; a piano solo, "In the Woods," by Ethel McQuade; and three recitations, "Rabbi Ben Levi," by Mildred Miles; "The Children's Hour," by Geraldine McEwen, and "The Wreck of the Hesperus," by Gladys Slay.

May 3rd, the Girls' Club had a banquet in the dining-room, with toasts and speeches, and a short address by the Principal on "Votes for Women."

May 10th, Mrs. Pero, of Milwaukee, formerly Miss Blanche Teeple, of Brantford, sang to the pupils.

May 24th, the Principal gave an address on the history of the Royal family and the growth of the Empire.

May 28th, the boys gave an entertainment, with Byron Derbyshire, of Athens, presiding. Besides the Chairman's address, there were three choruses, "The Harp that Once in Tara's Halls," "Soldiers of the Queen," and "The Stein Song";



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four recitations, "The Deacon's New Year's," by Orville Frayne, "The Smack at School," by Leonard Sherman, "Story of the Standard," by Fred. Steele, and "Pat's Excelsior," by Thomas Higgins; two piano solos, Chopin's "Valse," by Clifford Patterson, and "Chant d'Amour," by Charles Duff; two organ solos, Dubois' "Toccato," by Jean Chatelain, and Dvorak's "Humoresque," by Charles Duff.

The closing concert of the session was held on June 17th, the Brantford *Expositor* containing the following report:—

Crowded to and far beyond the doors, was the audience at the closing concert at the Ontario Institution for the Blind last night, and scores who wished to hear the concert had to turn back when they found it impossible to wedge their way into the music hall. Sharp on time as is ever the rule at the Ontario Institution for the Blind, Principal Gardiner briefly welcomed the friends of the pupils, remarking that the work of the musical department only would be exemplified in the programme, but much good and useful work had been done during the session in the literary and industrial departments as well as in the musical. Cheering reports of the successes of ex-pupils had been received and he was delighted to see in the audience such a large representation of those who had formerly attended the school.

The programme opened with an organ selection, Bach's "Toccata and Fugue D Minor," played by Chas. Duff, A.C.G.O., in a manner to sustain his well-earned reputation. His mastery of the instrument was shown in the quick changes of manual from soft to loud, and the clearness of the subject and answers in the fugue was admirable. Mr. Duff also contributed the piano part in Grieg's "Concerto, Op. 16," first movement, with Jean Chatelain at the second piano, and Johnson's Orchestra accompanying; and he played the concluding pieces, "Chant d'Amour" and "Marche Militaire," the latter appearing to be particularly popular with the audience. Miss Ethel McQuade, of Stratford, who is graduating in music, had for her first number Liszt's "Rigoletto"; she also played Mendelssohn's "Concerto, G Minor," second and third movements, with that daintiness of touch peculiar to all her work. Clifford Patterson, a Hamilton youth who has made excellent progress in his organ work, played Cracker's "Grand Chorus," and Jean Chatelain, of Ottawa, gave "Moments Musicales" on the piano, and Bellerly's "Scherzo" on the organ. His piano work was distinguished for its clear technique. Miss Emma Rooke, of Dereham Centre, was the only vocal soloist, but the Choral Class gave two double numbers, Mason's "Sweet and Low" and Benedict's "Hunting Song"; also Gounod's "Night" and Allen's "Dickory Dock." The intonation was clear and the smoothness of the piano and crescendo effects was specially noticeable.

Before the last three numbers were given, the certificates and diplomas that had been awarded by the Government examiner, Dr. Albert Ham, of Toronto, were presented, the Principal calling upon Mr. Andrews, Rev. Mr. Mansell and Rev. Mr. Gordon to assist in this pleasant exercise. Mr. Gardiner first highly commended the class of forty-eight pupils in musical dictation for the correctness of the work done, though no certificates were awarded in this branch.

Mr. Andrews presented the certificates as follows:

Organ.—Grade 2, Clifford Patterson. Grade 3, Jean Chatelain, second-class honours.

Violin.—Grade 1, Jean Chatelain, Susan Miller, Ethel McQuade.

Voice Culture.—Grade 1, Walter Rees, second-class honours; Lloyd Shillington, Gladys

Slay. Grade 3, Emma Rooke.

Practical Piano Teaching.—Ethel McQuade, diploma.

Rev. Mr. Mansell spoke of the growing excellence of the concerts, and the pleasure he had taken in attending them during his stay in Brantford. He then presented the certificates:

Harmony.—Grade 3, George Lee, second-class honours; Susan Miller, second-class honours; Emma Rooke, Ethel Squair. Grade 4, Clifford Patterson, second-class honours.

Harmony and Counterpoint.—Grade 4, Esther Davidovitz, Harold Johnston, Geraldine McEwen, Sarah Stearns. Grade 5, Jean Chatelain, Mary Cuneo.

Musical History.—Grade 4, Esther Davidovitz, Harold Johnston, Geraldine McEwen.

Musical History and Counterpoint.—Grade 4, Clifford Patterson.

Musical History and Form.—Grade 5, Jean Chatelain, first-class honours; Mary Cuneo.

Rev. Mr. Gordon, with appropriate remarks, presented the following:

Piano.—Grade 1, Sparling Beach, Gladys Bickerton, second-class honours; Maud Dunlop, Alta Fitzpatrick, Ion Grills, Betsy Hewison, Thomas Higgins, Norah Lansdowne, Mildred Miles, Kathryn Sells, Lloyd Shillington, Gladys Slay, Roy Tomlinson, first-class honours; Elsie Wright. Grade 2, Gustavus Barton, Winifred Davison, Doris



Hawley, Norah Heaphy, Harold Johnston, Blanche Kaufman, George Lee, Mary Marsh, Susan Miller, first-class honours; Mary O'Neill, Leonard Paul, Muriel Stephenson, Harry Yarocki. Grade 3, Mary Cuneo, second-class honours; Esther Davidovitz, Byron Derbyshire, second-class honours; Glen Graham, Geraldine McEwen, first-class honours; Emma Rooke, Walter Simmons, Ethel Squair, Sarah Stearns. Grade 4, Clifford Patterson, second-class honours. Grade 5, Jean Chatelain, first-class honours. Grade 6, Ethel McQuade, second-class honours. Grade 7, Charles Duff, second-class honours.

With a short address on the importance of the subject, Mr. Andrews presented the certificates to the following pupils:

Rudiments of Music.—Grade 1, Gustavus Barton, Gladys Bickerton, Byron Derbyshire, second-class honours; Doris Hawley, first-class honours; Norah Heaphy, first-class honours; Blanche Kaufman, Geo. Lee, first-class honours; Mary Marsh, second-class honours; Mildred Miles, second-class honours; Leonard Paul, first-class honours; Gladys Slay, second-class honours; Muriel Stephenson, Roy Tomlinson, second-class honours; Harry Yarocki, second-class honours. Grade 2, Jean Chatelain, first-class honours; Mary Cuneo, first-class honours; Esther Davidovitz, first-class honours; Winifred Davison, first-class honours; Charles Duff, first-class honours; Alta Fitzpatrick, second-class honours; Geraldine McEwen, first-class honours; Ethel McQuade, first-class honours; Clifford Patterson, Emma Rooke, first-class honours; Ethel Squair, second-class honours.

Toronto College of Music.—The Principal called four girls to the platform and presented to them the testimonials and diploma awarded by the Toronto College of Music, where they had recently passed examinations. These consisted of: Ethel McQuade, diploma, A.T.C.M., and third year examination testimonial, first-class honours; Esther Davidovitz, senior second year; Geraldine McEwen, first year piano, first-class honours; Susan Miller, first year piano, first-class honours.

The audience joined heartily in singing "God Save the King" at the conclusion of the programme, and there were many expressions of satisfaction at the excellence of the entertainment.

October 1st, 1912, the Principal gave the pupils an account of his vacation trips to Pittsburg, Penn., and to Cochrane in Northern Ontario.

October 31st, the Hallowe'en concert was held, with an excellent programme of twenty-eight numbers.

Our pupils had a few opportunities to perform in other cities. The Montreal Star of February 17th reported that—

a large audience assembled in the Windsor Hall last night to hear the pianoforte recital given by the blind boy pianist, Master Charles Duff. The programme was a comprehensive one, starting with Beethoven's "Appassionata Sonata," and including some of the more popular pieces of such composers as Chopin, Liszt and Moszkowski. This is the sort of occasion where one is almost barred from criticism, even allowing that the unhappy deprivation of one sense activates the remainder to an unwonted pitch of nervous acumen. The repertoire of the blind must necessarily be a terribly limited one, apart from the gift of improvisation which naturally has no place on a concert platform. It is, therefore, to the infinite credit of Mr. Charles Duff that he was able to give so sound and musicianly an interpretation to the pieces he played. Through the natural limitation of his choice of pieces, Mr. Duff was perforce obliged to fall back upon some of the more hackneyed compositions. It is, therefore, all the more worthy of praise that he was able to emerge from an ordeal of comparison with the greatest masters of the present day with sufficient credit to provoke the hearty applause of the audience. Gifted with a delicate touch and a knowledge of tone value, the performer was at his best in soft, legato passages. Technical difficulties were overcome in the most wonderful manner. It is not too much to say that Master Duff, while hardly being a prodigy in the accepted sense of the term, is a pianist who will always repay a hearing.

Thomas Kennedy, a former pupil, assisted Ethel McQuade at her graduating recital in the concert hall of the Toronto College of Music on February 26th.

The Stratford *Beacon* of October 17th, 1912, contained the following report:—

An entertainment of a unique nature was held in the City Hall last night, when three students of the Ontario Institution for the Blind rendered a musicale that proved pleasing throughout, under the auspices of the local lodge of the Knights of Columbus. Miss Ethel McQuade, 156 Nelson Street, recently graduated from the Ontario Institution for the Blind, last evening delighted the audience by her fine piano playing, proving herself a master of the instrument, notwithstanding the handicap under which she has been placed. Her repertoire of last evening embraced a wide range, and the several

numbers were rendered in a precise manner, combined with feeling and finesse that stamped Miss McQuade as an artist at the instrument. The duet number with Mr. Thomas B. Kennedy, of Toronto, another graduate of the Brantford Institution, "Concerto" (Mendelssohn), proved a particularly pleasing number. The possessor of a fine tenor voice, Mr. Kennedy delighted with his numbers on the programme, the selection, "O Pure and Tender Star of Eve" (Wagner), probably proving the most pleasing number. Mr. Kennedy has a wide range, and his tones are full and rich, the timbre being excellent. Miss Mildred Miles, a present student at the Institution, proved to be a finished elocutionist, and her two contributions to the programme added much. Miss Miles possesses the dramatic instinct to a marked degree and pleased the audience, the recitation, "Changing Colours," giving her a splendid opportunity to display her talent. All in all, the programme was a most enjoyable one, not only for the pleasure derived from the several numbers on the programme, but also from the practical demonstration of the splendid work being accomplished by the Ontario Institution for the Blind. . . . Particular interest naturally centred on Miss McQuade, a granddaughter of Mrs. C. McQuade, this city, and her many friends were highly delighted at her showing of last night. Mr. Compton, organist St. Joseph's Church, acted very acceptably as accompanist for the vocal numbers.

### Pittsburgh Convention

I attended the twenty-first Biennial Convention of the American Association of Instructors of the Blind, held at the Western Pennsylvania Institution for the Blind, Pittsburgh, Penn., June 25-28, 1912. In the afternoon of the first day, under the guidance of one of the teachers, I visited the great Carnegie Library, Museum and Art Gallery, located a few blocks from the Institution for the Blind. Later, I inspected the main building used for school purposes, and the separate buildings in the rear utilized for the Kindergarten, the gymnasium and swimming pool, the heating plant and laundry, and the workshop, and found all of these admirably equipped for their respective purposes.

The meeting in the evening was opened with a performance on the organ by Miss Lucille Walter, a pupil of the Pittsburgh School, followed by prayer offered by Dr. Rudolph I. Coffee. Addresses of welcome were given by Hon. H. Kirke Porter, President of the Board of Directors of the Pittsburgh School, and Prof. John A. Brashear, Member of the Board of Corporators, both of whom showed not only keen interest in the case of the blind, but also accurate knowledge of the various problems that confront the educators of the blind.

The presidential address of Superintendent Lucas, of the Little Rock, Arkansas, School, was practical and suggestive, and his conduct in the chair throughout the sessions was beyond criticism. After the formal proceedings in the chapel, there was a reception in the parlors, which gave the delegates an opportunity to meet many of the leading citizens of Pittsburgh, as well as to extend acquaintance with one another.

At the forenoon session on Wednesday, Frank M. Driggs, Superintendent of the Ogden, Utah, School, read a paper on the topic, "To what extent should the education of our pupils be vocational?" He read extracts from many letters received from other superintendents, in answer to his inquiries, and summed up as follows:—

The problem of educating our pupils so that they will be producers and not parasites, so that they will be useful, and not ornamental only, so that they will be independent and not dependent, so that they will return to generous States worthy citizenship, so that they will be happy and useful people, is indeed a problem.

I should rather use for our pupils handicraft in its many forms as a means of training the hand, the head and the heart. I should not use it primarily to make a tradesman, but to make a handy and proficient individual. I should teach sloyd as a means of education and development, not as preliminary to carpentry. I should give weaving, not to make a weaver, so much as an industrious, useful, independent soul.

Our aim is to give them that life in school that will fit them to continue to live when they leave us. It will not do to treat all alike, for all do not live alike. In the



first place, practically none of our pupils know what particular vocations they are adapted for, nor what they wish to follow. They are too young to decide, and too inexperienced to know. They may think they want to be musicians, piano-tuners, teachers, lawyers, or business men, and even think so strongly as to make a start toward some goal. Circumstances, growth and knowledge, coming with the quickly passing years in school, soon destroy their air castles, and they change their minds and soon wish to enter entirely different avenues.

First, all pupils should receive instruction in various lines of handicraft, for the educative value to mind, hand and heart; in other words, the training of the hand, the cultivation of industrious habits and the happiness derived from actually producing something.

Second, the amount of vocational training must depend upon the individual pupil, his mental capabilities, initiative and adaptability to such instruction, as well as local and home environments and conditions.

Third, every pupil should receive careful and individual consideration, and should be encouraged to specialize as far as possible along those lines of activity his particular case seems to demand.

Fourth, we should follow up our pupils after they leave school or graduate, seek to direct and help them to get properly launched where possible.

Fifth, a complete and accurate list of all graduates and ex-pupils and other blind persons should be kept, so that deductions may be drawn therefrom to guide us in our work. These records could be made of great value in determining the best course to follow, and often would influence other blind pupils in their choice of a vocation.

Sixth, the atmosphere of every school should be to inspire the pupils to love work, to be workers and to be useful. The vocational atmosphere of every school should extend far enough to make every child know that busy hands make happy hearts, and that the faithful, efficient work of head and hand brings home success and happiness.

Miss Harriet A. Lounsbury, of the Batavia, New York, School, read a paper on "What should be the aim in the education of the blind girl, and how should this differ from that of the blind boy?" These are some of her points:

Two of three blind girls are the victims of mistaken kindness of parents and friends. Here the physical trainer has a duty to perform.

Systematic gymnasium work has splendid effect on mind and morals.

A girl needs the instruction and companionship of a genuine woman—one with enough evident force of character to make her want to choose the best—mingled with a certain amount of teaching by men instructors.

Teachers should be broad minded; the pupil, for lack of books and privileges, is closely confined to the views of her teachers.

The pupil's memory should not be overtaxed; the ancient tradition that the blind have more perfect memory than those who see is to blame. The time comes when verbal memory should give way to logical memory.

Teach the pupils the branches pertaining to the household.

Music recommended, not only for the training of the mind and artistic sense, but for the pleasure of the learner.

Do away with any objectionable mannerisms and any conceit.

Praise neatness in dress, good table manners and modulated voice.

Mr. Driggs' paper was discussed by Superintendent George S. Wilson, of the Indiana School, who commended the points made; by Mr. H. R. Latimer, of the Maryland School, who advised teaching trades between the ages of 14 and 18, and keeping the boys in school for that purpose after they were fairly well grounded in the literary branches; by Mr. C. F. F. Campbell, of Ohio, who made a plea for a full day's work, or at least half a day. He considered an hour a week at tuning or broom-making as a farce.

Mr. John E. Ray, Superintendent of the North Carolina School, opened the discussion on Miss Lounsbury's paper, and was followed by Miss Gertrude Bingham, of the New York public schools; Mrs. Elwyn H. Fowler, of Massachusetts; and Miss Lydia K. Hayes (blind), of New Jersey, who in an able address urged that the limitations of the blind should be recognized by themselves and by their sighted friends.

Before the noon adjournment the Standing Committees were appointed. I  
24 E.





Knitting Room, O. I. B.

was made Chairman of the Committee on Credentials, the duties of which position were not specially onerous.

In the afternoon, Mr. Charles W. Holmes, of Massachusetts, reported on the progress of the movement for uniform type for the blind, and Mr. Campbell spoke on "Work for Women." An early adjournment gave an opportunity to enjoy an automobile ride through the parks and residence sections of Pittsburgh, generous citizens contributing their cars and acting as escorts for the delegates.

There was much disappointment at the inability of Superintendent B. B. Huntoon, of the Kentucky School, to attend the Convention. He was on the programme for a paper on the "History of the American Printing House for the Blind."

In the evening there were three Round Tables. The first, with Miss Alice M. Lane, of Massachusetts, as leader, discussed "Pencil writing; spelling; number." Miss Lane had come, fortified with many specimens of good pencil writing by the blind, but as at former Conventions, there were some who opposed this line of teaching, and I took the opportunity to repeat the arguments in favour of pencil writing which I had advanced at Boston, at Indianapolis and at Little Rock Conventions.

A second Round Table discussed "Piano-tuning," with Mr. Edward G. Roberts, of the Ohio School, as leader. At the third table, Miss Gertrude Pyle, of the Pittsburgh School, led the discussion on "Domestic Science."

At the Thursday morning session, Principal Burritt, of the Overbrook, Penn., School, read a paper on "The expanding view of the field for service of our special schools." He voiced the thought of many of the superintendents of the schools for the blind, that it is not enough to train blind people to pass certain examinations, or to give them academic training equal to what the public schools give, but that the supreme test of the school training is whether it fits the pupils to take an honourable place in the world outside. Moreover, the most efficient school gives a helping hand to the graduates, especially when, at the beginning of their careers, they start out for themselves.

I read the following paper on

#### **"How Best May We Implant That State of Mind Which Leads to Success"?**

Oliver Wendell Holmes defined success "in its vulgar (that is, popular) sense," as "the gaining of money and position." There are other definitions of the word, but this one is good enough for present use, since the main object of the various enterprises undertaken in the interest of the blind is to make them useful, independent and contented, to which end the gaining of money is essential. The subject, as assigned to me for brief consideration, repudiates by implication the idea that success may be attributable to luck or chance, and suggests that a "state of mind" may at least assist in its attainment. What are the constituent elements of that state of mind? Self-respect, founded on one's willingness to work, on the consciousness of one's ability to do good and useful work, on pride in the quality of one's work. A man of clean life—"he that hath clean hands and a pure heart"—decent in conduct, careful in language, pure in thought, respects himself as he is respected by others. The fraud, the pretender, the hypocrite, is in the long run estimated at his true value. "Know then thyself; presume not God to scan," and never have cause to be ashamed of the acquaintance. "The man of independent mind" dislikes to be under obligation to another for anything he can do for himself; if mankind is composed of three classes—workers, beggars and thieves—his place is in the first class, and it is "up to him" to prove to himself



and to the world that there is where he belongs. Ambition to excel is an important ingredient in the "state of mind"—determination to overcome, as far as possible, the disability caused by the deprivation of sight. This does not involve any contention that blindness is not a disability, any foolish pretence that one can do anything better without sight than with sight. The ostrich does not avert danger by hiding his head in the sand. There are as many grades of ability among the blind as among the sighted; one can succeed where another is sure to fail; but each can by trial find the sphere in which he is able to excel, and in that line of effort he has only to do his best. Unthinking sighted people assume, and express *ad nauseam* the offhand opinion, that what one blind person does all blind persons can do. Jones is a successful music-teacher or piano-tuner, therefore Smith—who resembles Jones in no respect except in the fact that both are blind—whose abilities and tastes are so dissimilar to the abilities and tastes of Jones that one might as fairly compare President Taft with the man who blackens his shoes (both having excellent eyesight)—therefore not only Smith, but Brown and Robinson, and all other blind men should be music-teachers or piano-tuners! We who are blind, or who have given much attention to the problems connected with blindness, know how nonsensical such assumptions are, and it is one of our chief anxieties that every blind person should find his or her proper niche. Properly located, agreeably and remuneratively employed, the blind man, as well as his sighted brother, acquires the self-confidence which develops into self-respect. Let the blind neither envy the sighted nor despise them. Be as like them as possible. Remember that neat appearance, tidiness in dress, a correct carriage, the absence of distinctive habits are items which collectively form the basis of public opinion concerning the blind. The person who knows that his clothes are brushed and his shoes blackened before he goes upon the street; who knows that the words are correctly spelled before he mails a letter; who has sufficient general culture to keep up his end in conversation, and mingle with people of culture without embarrassment—who is, in short, a man, not a freak—will not lack the self-respect required to produce the state of mind which conduces to success.

What can the teachers and officers of our Institutions do to implant and cultivate the desired state of mind? They can emphasize at every suitable opportunity the distinction between the self-confidence which is necessary for success and self-conceit, which leads to disappointment and failure. The former is a preventive of morbidness and discouragement, that "state of mind" which causes one to lie down and wait for somebody to come along and pick you up; the latter is mainly due to ignorance of the actual conditions existing in the world of business, and, if firmly fixed, it can only be cured in the school of experience, where one finds that he must "make good" before his merits and abilities will be recognized. Possibly, the blind, as a class, have more excuse for self-conceit than the sighted of the same age. The blind have less opportunity to mingle with the world during their years in school, and they hear visitors describe their commonplace achievements as "wonderful." But, comparing what I have seen and heard of the blind in intimate association during the past nine years with what I remember of the undergraduates and graduates of sighted colleges of forty years ago, I would hesitate to ascribe an extra proportion of self-conceit to the blind student. Hard knocks or hunger will soon put the sighted egotist on his proper level, but we want the blind youth to find his place without the severe discipline that may be only wholesome for the sighted. It is our duty, then, to give to the blind student a clear and correct idea of what he will have to encounter after he leaves school. He must be taught the value of a dollar. He must know that there are difficulties to be overcome, and



what those difficulties are. He must understand that in the world of commerce and industry slipshod methods and inferior products will not be accepted, with blindness as their apology. While encouraging the blind student by narrations of the successes of others who are blind, a fair and just recital of the labour and patience and perseverance by which success was attained in each case must not be omitted. And let the blind youth be assured that his friends and instructors will watch his career, rejoicing in his success or sorrowing over his failure, and always anxious to give him a lift or a fresh start if he is worthy.

These things cannot be made a possession of the pupils in a day, or a week, or a year. They must be impressed individually, as well as collectively. First, get the pupils into a state of mind in which they will know that the main object in life of those to whose care they are intrusted is to do them good, to make them good, and to fit them to make good. It must be true, or the pupils will not believe it. It must be constant, not spasmodic. Talk to them as to members of a family, in which the interest of one is the interest of all. Let them know the reason of every order or direction, so they will see that restrictions are designed for their benefit, and not framed to indicate or illustrate the superintendent's authority. As in the family circle, a member can talk freely of subjects which it would be treason to mention outside of that circle, so matters of peculiar interest to the blind can be discussed in a free and friendly manner at roll-call or reading hour, when no outsiders are within hearing. I place most reliance upon the private, confidential conversations with pupils, in which they are encouraged to tell their wishes, hopes and aspirations, and are given the benefit of whatever my own experience and observation enable me to suggest. Advice given in this way must be suggestive, rather than authoritative. The pupil may or may not regard the superintendent as a man who "knows it all," but woe unto the superintendent who thinks of himself in that way, or who has the air of expecting others to take him at that valuation. When we cease to learn we become unfit to teach. With time and patience and sympathy, one can get a pretty fair idea of the capabilities of each pupil—of his strong points and his weak points—the dangers to be avoided, the probabilities of success or of failure, before it is time for that pupil to leave the school. And if the pupil has confidence in him—confidence based on deeds as well as words—the superintendent can, in the course of years, remove many delusions, replacing them by accurate knowledge of facts such as form the chief chapter in the life-story of a blind man or woman, and thus inducing that state of mind which helps to bring about success.

Mr. C. F. F. Campbell, of Columbus, Ohio, followed with an address on the same topic, in the course of which he complimented me on my success in keeping in friendly touch with pupils, parents and ex-pupils, as shown in their letters incorporated in the annual reports of the Ontario Institution, and also on my facility in making friends of all the young people attending the conventions for the first time.

In the afternoon the members of Convention were shown through the great iron and steel works at Homestead.

The evening Round Tables dealt with "The Montessori method" and "Manual training and object teaching." As I was kept busy with committee work, I could not be present at either of these, but I found a chance to examine the Montessori apparatus.

At the Friday morning session, Superintendent Oliphant, of the Academy for the Blind, Macon, Georgia, read a splendid paper on "The school curriculum—should we aim to follow that of the local public schools"; and Mr. Carroll G. Pearse,

Superintendent of Schools, Milwaukee, Wisconsin, gave an address on "The practicability of attempting to educate children having sensory defects with normal children." The length of these precluded discussion.

In the afternoon reports of committees were received. The draft of a new constitution was submitted and discussed, but not adopted.

The following officers were elected for the next two years:—

Edward E. Allen, President, Boston, Mass.; John E. Ray, First Vice-President, Raleigh, North Carolina; Thomas S. McAloney, Second Vice-President, Pittsburgh, Pa.; W. B. Wait, Corresponding Secretary, New York City, N.Y.; George D. Eaton, Recording Secretary, Vinton, Iowa; F. H. Manning, Treasurer, Talladega, Ala.

Executive Committee: Frank M. Driggs, Chairman, Ogden, Utah; Edward E. Allen, *ex officio*, Boston, Mass.; Miss Harriet A. Lounsbury, Batavia, N.Y.; George F. Oliphant, Macon, Ga.; H. F. Gardiner, Brantford, Ont.

Superintendent and Mrs. McAloney were complimented and thanked for the excellence of their arrangements for the entertainment of the delegates, and the Convention adjourned.

#### Exeter Conference

Since the publication of last year's annual report, in which brief reference was made to the Third Triennial International Conference on the Blind, held at Exeter, England, July 3rd-7th, 1911, I have received the delayed report of that meeting.

Miss E. W. Austin, Secretary and Librarian to the Incorporated National Lending Library for the Blind, read a paper on "Libraries for the Blind," which was very thoroughly discussed.

Rev. St. Clare Hill, Principal of the Royal School for the Blind, Leatherhead, addressed the Convention on "Teachers of the Blind: their training, qualifications and reasonable prospects of employment." He quoted from Canon Daniel: "The true test of a system of education is not the number of geniuses produced under it, but what it does for the child of average capability and application." From Dr. Fitch: "In the case of a schoolmaster, as in that of the priest or of the statesman, mind and character have to be influenced; and it is found that, in the long run, nothing can influence character like character." "But," said Mr. Hill, "I am most anxious not to appear to minimize the value of personal literary attainments in the teacher. I have spoken first of the individuality of character because I am assured that, given every other qualification, with the absence of this the teacher's work must be a failure. But having said that, I hasten to state that every teacher should give earnest attention to the stock of his personal knowledge, so that he may be equipped to offer food of such a nature as will satisfy the most voracious intellect which may be committed to his care. It is a most serious handicap to a teacher if there exists an insufficiency of knowledge to deal with the subjects he has to teach. It hampers both him and his pupils. More than once I have witnessed a teacher edging round a subject to cover his own personal ignorance, with the effect of producing a nervousness and lack of assurance which are very quickly discovered by the pupil, who therefrom develops a feeling of doubt and absence of confidence, which are fatal to the best relationship."

Discussing the paper, Mr. W. H. Illingworth, of Manchester, named the following essential qualifications in a teacher of the young blind: "Enthusiasm for the work, originality, power of adaptation to the child mind, infinite patience and perseverance, bright and cheerful personality, polite manner, common sense."



Recommending "the careful study of the individuality and character of each pupil," and deprecating "the existing cast-iron system of codes and regulations, which would seem to infer that all children are cast in the same mould, both as regards physique and intellect," Mr. Illingworth added: "At present there are far too many men and women occupying places as teachers, both in blind and elementary schools, who never ought to have been there at all. They have simply gone in for the profession as a nice, respectable way of earning a living; they have no talent as instructors, and no enthusiasm for the work. Such teachers are continually suffering from ennui—tell you they find Institution life depressing and a terrible tax on their nervous energies; are more interested in their time off duty than in preparing lessons for their young charges."

Mr. McAloney, Pittsburgh, Penn., said: "In America we believe in treating the blind very much like the seeing, and the education of the blind differs very little from the education of the seeing. We select our teachers as a rule from the public schools. They must be graduates either of normal schools or colleges, which ensures training and the ability to teach. We go further; we generally select those who are successful in work in the public schools, and take a personal interest in their pupils. A teacher who has not a personal interest in his pupils is not worth employing in an Institution. We have no special training schools for teachers of the blind in America. A good public school teacher in a few weeks could become familiar with the apparatus used for teaching the blind. We believe in selecting teachers who are willing to work and who take an interest in their work. A teacher who will do only the amount of duty specified in the rules is a very poor Institution person, and we expect our teachers to take a personal interest in everything connected with the school."

Mr. Ritchie, Manchester: "The ordinary trained and certificated teacher is 95 per cent. qualified already for teaching the blind. He must adapt his methods, but it is only an adaptation of the same principles."

Mr. Gribben, Paisley: "Will you tell me how many occupations there are that the blind are engaged in where a blind man can afford to keep a wife? There are only two kinds of women who will marry a blind man; the woman who will marry him must either be a fool or a heroine; for to face life with a blind man who has not an independence requires a woman the nearest approach to an angel to be found on this side of paradise."

Mr. W. H. Dixon, Oxford: "After all, our work is not mainly connected with the young blind, but with the grown-up and outdoor blind, who are in the majority."

Mr. H. C. Warrilow, of Oxford, read a paper on "The more recent musical education of the blind," in the course of which he said: "Not only is it important for students to hear good music, but when they have reached a certain degree of proficiency, they should have as many chances as possible of playing to people, firstly in socials and concerts in the school, and then in outside concerts. In this connection, I may mention that a tendency has been prevalent for many years to bring the very talented pupils to the fore often to the exclusion of their less talented, though quite capable fellow pupils. This method may have been justified in the past in order to break down the prejudice against the blind, but as the chief aim of an Institution should be not the production of remarkable solo performers, but the turning out of average livelihood-earning citizens, I should like to see the average man receiving more attention than he has done in the past. The world will not do quite so much wondering, but the blind and society would be better off. The wonderment of the public, however, does not matter, provided the blind do not look upon themselves as wonders."





After-Breakfast Walk, O. I. B.

In discussing the paper, Mr. B. E. Tewkesbury, New York, said: "Pupils should not be taught music to the exclusion of other subjects, but music should not be set aside, for it is practically the only art that a blind person can deal with at all. It is a sad thing that many of the principals of the schools for the blind know so little about it. This might be easily remedied; it is not necessary that a person should have a beautiful voice and skilful fingers before one can study music. Principals of schools can study music and be perfectly familiar with the theory, and know what the teachers are doing with the pupils, and whether the results are what they should be. I would like to encourage all the principals of schools for the blind, who do not know music, to take this matter seriously to heart, and make an effort to study music as a duty they owe to their schools.

Mr. Guy Campbell, Norwood: "It is not merely sufficient to have your blind man or woman a musician, and to let it go at that; you must train them, if you want them to be successful, in platform etiquette and platform technicalities. I would like to . . . explain to pupils how they should stand while singing. After that they should endeavour to learn the art of smiling. If you want blind musicians to go forward and get public engagements, they must be as much like seeing people as possible."

Rev. E. G. Cocks, Devonport: "We are endeavouring to make the inmates of our blind Institution believe that music is a help to them as a recreation, and we believe that in giving it to them as a recreation, we are doing something for them educationally. We are striving to the utmost of our power to make the lives of those who are afflicted as bright and happy and cheerful as we possibly can."

Mr. H. C. Souter, Exeter: "The great evil of to-day among the blind is isolation or exclusiveness. A lady met me on Sunday, and commenting on the number of blind people in Exeter at present, said, 'It is all very good, there are a lot of enthusiastic people in the work, but outside the blind world there is nobody interested.' I am afraid that is true."

Mr. Henry Stainsby, London, read a paper on "After-care, and the better and more general employment of the blind." "While on the one hand there must be no lack of sympathy and kindness on the part of those responsible for the training of the blind, there must on the other hand be the example and inculcation of all those manly, enterprising, self-reliant and self-helpful qualities which go to make a good man, a good citizen and a good workman. With the home worker after-care is of vital importance, and without it many must sink. Comparatively few sighted persons are able to conduct a business successfully on their own account. That being so, what of the average blind man who is sole partner, sole manager, sole employee, sole bookkeeper, sole traveller, sole porter, sole everything? And this is a new business, with little or no capital. What of inferior work due to lack of supervision? What of slack times and sickness? Looking at the question from a common-sense point of view, we are bound to confess that the blind worker is in an extremely difficult position. . . . His own success or failure rests mainly with him. No matter what is done for him, unless he puts forth his best efforts he cannot prosper. I have seen, as we all have, blind persons of good ability sink, through faults entirely their own. . . . The better and more general employment of the blind resolves itself into employment in workshops specially established and maintained for the benefit of the trained worker. From investigations I made seven or eight years ago, I found that the home workers' earnings were only 6s. 2d. per week. It has always been patent to us all that the blind, by reason of their heavy handicap, will earn considerably less than the sighted, and my figures amply prove this. Seventy-two per cent. of the employable blind are unemployed. The



number of employable blind persons who are actually employed, either in workshops or at home, the returns show 28 per cent. The percentage of employable persons who are engaged in workshops is 20 per cent., so that only 8 per cent. of the employable make any sort of living at home occupations—a striking fact in favour of the workshop system. It is estimated that 200 pupils leave our training schools annually. Few have ever found their way into workshops for the sighted, and now that employers are responsible for accidents these workshops are entirely closed to the blind. The objections to residential Institutions for adults are:—(1) Few Institutions receive persons over 21; (2) Married men should not be separated from their families; (3) Very few adults would bear the restraint and discipline of Institution life, be it never so light. It ought to be a standing regulation that where a blind trader has secured a footing with a customer, no other blind trader should attempt to dislodge him.”

Mr. H. W. P. Pine, Nottingham: “I am fully in agreement with Mr. Stainsby that the best system of after-care is workshops. But some there are who have an ambition to work for themselves, and though the difficulties in the case of a blind person are of course much greater, it is in my opinion very desirable that, when possessed of the necessary energy and force of character, they should be scattered among the seeing population and work independently. I agree that it is an essential to success in life that the training given in our Institutions shall not only be thoroughly practical, but that it shall be intelligently directed to the pupils’ after life in the world outside. There never was a time when so much was done for the pupils in our Institutions, nor when so much solicitous kindness was shown to them. But herein lies a great danger, and this very excess of doing for them and providing for their every want or fancied necessity, and their every whim, may be their undoing, in that they are not taught to lean more upon themselves. The blind, from their very affliction, and also from the training that in many cases they have received, are too apt to rely upon other people.”

Miss E. Bainbrigge, London: “I do indeed think that after-care should begin at school, and pupils should be taught how to make themselves useful at home, not taught trades only. What I have often found is that children who are taught at school have had everything made so comfortable for them that they do not care to make themselves useful at home. I would have every boy taught how to scrub and clean the windows, and I would give prizes, if I had the management of a school, for the best scrubbed table and the best cleaned window. I knew a man of ninety who had been blind for many years, and until within a few months of his death he shaved himself and cleaned the windows for his wife. Then the girls should be taught to cook, and be also taught scrubbing, washing, sewing and cutting-out their own clothes. Of course, teach them trades as well, but teach them these things first. I understand that in Italy blind people do a good deal of farm work, but even in Cumberland they do some. Now it seems to me the chief thing wanted is to establish small workshops. This need existed thirty years ago, when my father founded a workshop for the blind in Kent. His idea was that there should be small workshops for men who lose their sight, and that they should not be sent to a school for young people. He thought they should live at home and go to the workshop from day to day.”

Mr. Miles Priestley, Bradford: “In nearly all cases that I have known, home employment has failed for want of necessary supervision: the wages earned are very small, and we have passed the time when the home should be turned into a workshop. Nevertheless, to help the blind by home work is better than no work at all. We have the following problems to be confronted:—



Unemployment in the case of 72 per cent. of the employable blind, and this percentage will rapidly grow.

Insufficient workshop accommodation and insufficient work for the employees. Inadequate supplement in many workshops and none at all in others.

But there are other matters which also claim attention, *e.g.*—

Lack of funds to meet increased deficits consequent on the extension of workshops.

The necessity for the improvement in the methods of training, principally in connection with those who lose their sight too late to enter training institutions.

The employment of the inefficient or slow worker; and

The difficulty of competing with factories for the sighted where every new kind of labour-saving machine is introduced. The chief aim of workshops for the blind is to provide labour, not to save it.

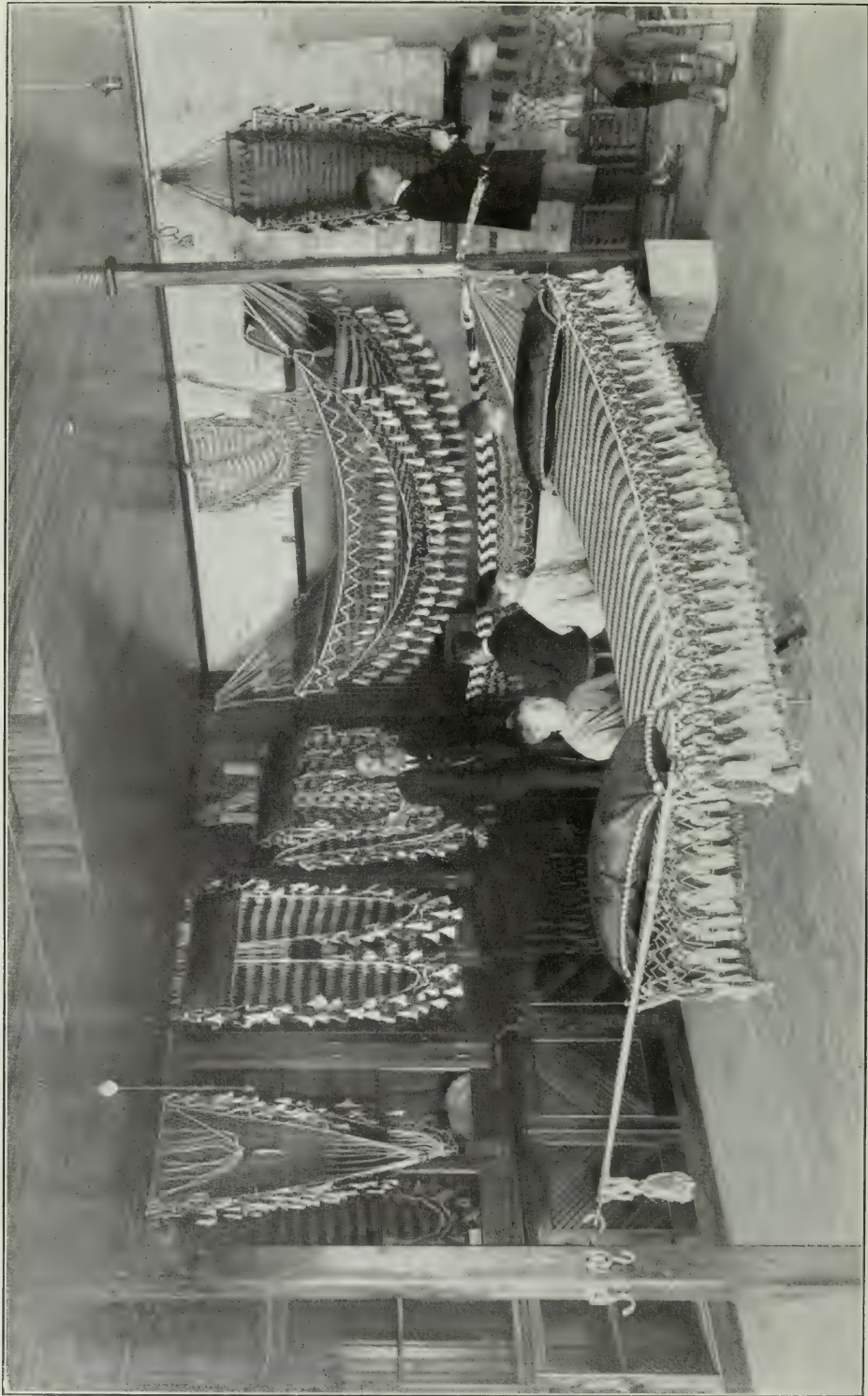
The partially defectives form a very difficult part of this problem."

Mr. J. E. Gregory: "With regard to pensions, I say that where a person is overtaken by blindness late in life, the combined efforts of all the gentlemen at the head of institutions would be wasted in the attempt to teach a trade to that person. His fingers are not supple enough, his horny hands are too hard to enable him to learn to read Braille. I do not think that the blind ought to go into the workhouse, and I feel convinced that the cost to the community of their maintenance in the workhouse, if placed in the blind men's pockets, would be sufficient for them to jog along without troubling anybody. At present a great many institutions pay trade union wages, but the term trade union wages, when applied to blind people, is an absolute farce. The trade union rate of wages means that the piece work rates paid in workshops for seeing workers are paid to the blind—that is to say, a blind man receives five shillings for a basket for which a sighted workman would be paid the same amount, but of course it is out of the power of the blind to do as much work as the sighted, and that being so, although the trade union wages are paid, a blind person often walks away with considerably less money than is required for him to maintain a decent existence. It is regrettable that the percentage of unemployed blind persons is so large. I think we are quite justified in asking both local and Imperial governing bodies to help in the establishing of workshops for the blind in convenient centres. A blind person cannot go into a sighted shop. He requires special equipment. Employers now are not inclined to take persons under any disability."

Mr. W. H. Illingworth, Manchester: "Care should be taken that, at concerts and other public meetings in which the children take part, the chairman and other speakers should be carefully coached beforehand so that they do not speak in exaggerated terms of the 'wonderful exhibition of talent,' 'surpassing even what most sighted people can do.' That kind of thing has a bad moral effect on the pupils, and I think if this paper does no more than cause those attending this Conference to guard against such expressions, and the over-coddling of pupils, it will have done a great deal towards reducing the amount of after-care which is necessarily created by such treatment. The condition of many of our young blind may be likened to plants in a conservatory, and many of them have no opportunity of a hardening-off process."

Mr. Herbert Royston, London: "The blind do not very often meet with accidents. They know the risks they run, and are always looking after themselves."

Mr. William H. Patrick, New York: "I went blind at the age of forty-two. The blind must stand on their dignity, and show themselves men; they should mix with sighted people and place themselves on a level with them. Stand on your rights



Hammock Shop, O. I. B.



as men and women; don't be put down because you are blind. And more than all, don't let the public see any difference between you and the seeing people. I want to emphasize the fact that every blind man and woman, regardless of whether they can earn sufficient to support themselves, should work. I know that it is impossible for many of us to support ourselves entirely; but if we cannot do that, at least let us show that we are willing and able to do something towards it."

Herr Reusch, Darmstadt, Germany: "The Prussian system provides homes and factories for the blind. The begging blind receive nothing from the fund. Blind street organ-grinders are amenable to the law; the blind who intermarry must forego their benefits. The blind are scattered about and the majority are visited periodically. Material is supplied to them through the institutions, and goods are sold for them which they are unable to sell for themselves. For those who are too old to work there is an asylum in Saxony. We have practically the same employments for the adult blind as you have in England. The best paid employment for the blind is without doubt the piano tuning. In Germany there are about 260 blind tuners at work: 160 of these work in factories, and their wages vary from 13 shillings to 16 shillings per week. There are 30 or 40 blind organists, many of whom are also piano tuners and music teachers. The salary of an organist runs from £15 to £100 per year."

Miss Beatrice Taylor, London: "I speak simply as one who comes in contact with these teachers (in many blind schools scattered over Great Britain from Aberdeen to Southsea), as dear, kind, human beings who love to do their very best for the children they have in their charge. The testimony I bear is almost beyond my power to express in words. It is the knowledge from personal experience that you have amongst you a magnificent body of men and women who give, not only what they are paid to give, but also what cannot be bought for money, a large percentage of their very selves to forward the interests and make happy the lives of the children under their care."

Mr. Frew Bryden, Glasgow: "I think that it ought to be kept in mind more than it is that even the blind basket-maker needs sighted help, and I can point to many who turned out failures because they were quite alone; if they had been in partnership with a sighted man they might have done good business."

Mr. William Harris, Eastbourne: "How is it that the blind do not succeed after they leave school? Let us see for a moment. At school they are well fed, well clothed, and well exercised, and also if they are poorly they have a doctor, and if necessary, a nurse, and are well cared for in every way. They leave school, often go to very poor homes, and have none of these advantages. Is it wonderful that they fail? That their health gives way? What can you expect? Having lost their health, their vital power never being very good, they are almost helpless. It is the fashion to praise the blind, and flatter them so much that it would seem that it was an advantage to be blind. We talk of what they can do, and what they have done—but that is only a blind person, not the blind. With regard to occupations, I do not think they can get a livelihood in their own homes. Certainly the workshop system is the best. Workshops are clean and healthy; their work is properly supervised, material is provided for them, and the very exercise of going to work and back like other people is an advantage."

Rev. R. Jenkins, Devon: "I think it is a mistaken kindness to encourage them to set up in business on their own account; it is far better for them generally to work in institutions. We find that very few sighted people when they leave school set up on their own account, because it is known that they cannot succeed. Why should the blind be encouraged to do what sighted people seldom try to do, and would probably fail in if they did?"





Willow Shop, O. I. B.

Lady Campbell, Norwood, read a paper on "Training in the Requirements of Social Life at home and in society, and the best methods of securing it."

Mr. Alrik Lundberg, President of the Swedish Federation of the Blind, had for the subject of his paper: "The general pensioning of the Blind, and the raising of national funds as the best way of solving the pensioning problem."

Dr. George Reid, Staffordshire, read a paper on "Prevention of blindness from Ophthalmia Neonatorum."

These papers were fully discussed; reports of committees were submitted, considered and adopted, and a most successful conference brought to a close.

### THE STAFF

#### Minister of Education (in charge):

Hon. R. A. Pyne, M.D., LL. D.

#### Deputy Minister:

A. H. U. Colquhoun, B.A., LL.D.

#### Officers of the Institution:

H. F. Gardiner, M.A. ....	Principal.
W. B. Wickens .....	Assistant Principal.
W. N. Hossie .....	Bursar and Storekeeper.
J. A. Marquis, M.D. ....	Physician.
B. C. Bell, M.D. ....	Oculist.
Mrs. M. E. Stewart .....	Matron.

#### Teachers:

W. B. Wickens .....	Literary.
P. J. Roney .....	Literary.
Miss E. Stobie .....	Literary.
Miss C. Kavanagh .....	Literary.
W. Norman Andrews, F.G.C.M. ....	Musical Director.
Miss E. Moore .....	Piano and Theory of Music.
Miss E. Harrington .....	Piano.
A. Ostler .....	Violin.
Miss M. Middlemiss .....	Kindergarten and Domestic Science.
Miss L. H. Haycock .....	Knitting and Crochet.
Miss E. Cooper .....	Sewing and Darning.
Miss K. Burke .....	Assistant Knitting and Sewing.
T. S. Usher .....	Piano Tuning.
W. B. Donkin .....	Trades Instructor.
D. Green .....	Supervisor of Boys.
Miss M. J. Cronk .....	Visitors' Attendant.
Miss E. Scace .....	Boys' Nurse.
Miss M. Stewart .....	Girls' Nurse.
J. B. Wilson .....	Engineer.
G. G. Lambden .....	Carpenter and teacher of Sloyd and Hammock-netting.
G. Grierson .....	Baker.
D. Willits .....	Farmer and Gardener.

### Miscellaneous

The annual athletic contests took place on the O.I.B. grounds on Friday afternoon, June 14th, and the prizes therefor were distributed at roll-call on the next Monday morning. The results were as follows:

- 50 yards, girls under 10—Winifred Cox, Gladys Woodcock.
- 50 yards, girls under 12—Alma Brunsten, Kathryn Sells.
- Half-mile handicap—Sparling Beach and Leonard Sherman.
- Book race, 100 yards—Sarah Stearns, Elizabeth Rusk.
- 50 yards, boys under 10—Walter Garlick, Melville Salter.
- 50 yards, boys under 12—James Cotter, Joseph Smith.
- 100 yards, girls under 15—Florence Davies, Gladys Bickerton.
- Putting the shot—Walter Simmons, Gustav Golz.
- 100 yards, 3-legged race—Sparling Beach and Fred Steele; Walter Rees and Orville Frayne.
- 100 yards, boys over 15—Orville Frayne, Fred Price.
- 100 yards, boys under 15—Fred Steele, Sparling Beach.
- Standing jump, boys under 15—F. Steele, Sparling Beach.
- Standing jump, boys over 15—Walter Simmons, Valmore Landriau.
- 100 yards, fatigue race—Fred Price and Orville Frayne; Sparling Beach and Ion Grills.
- 100 yards, girls over 15—Elizabeth Rusk, Jessie Bell.

### Bead Work

Between the first of October, 1911, and the eighteenth of June, 1912, the 18 girls and 17 boys instructed by Miss Cronk produced the following articles: 68 small chairs, 26 high chairs, 219 napkin rings, 19 canoes, 33 round baskets, 13 square baskets, 44 round jewel cases, 6 square jewel cases, 5 fern baskets, 2 work baskets, 2 card receivers, 5 pin-cushion stands, 6 picture frames, 7 watch pockets, 14 match scratchers, 10 match safes, 18 cups and saucers, 46 pitchers, 2 sugar bowls, 2 teapots, 4 hairpin holders, 2 hair receivers, 2 handkerchief boxes, 1 buggy, 1 doll's carriage, 2 apples, 1 pear, 1 whisk holder, 2 tables. Total 574 pieces.

### Sewing and Darning

Thirty girls took lessons in sewing, and thirteen in darning, from Miss Cooper, who reports that great interest was manifested in the work. Many pretty and useful articles were made by the pupils for themselves, as well as all the plain sewing for the school. The articles completed were: 1 fancy night dress, 3 fancy under-waists, 4 silk work-bags, 8 dresses, 1 baby doll dressed, 100 pillow cases, 89 sheets, 90 hand towels, 46 glass towels, 53 bath towels, 24 roller towels, 12 table napkins, 4 table cloths, 20 fancy aprons, 80 pieces of mending.

On account of Miss Lee's protracted illness, the class in domestic science was transferred to Miss Cooper, who conducted it successfully.

### Knitting and Crocheting

Miss Haycock, in charge of the knitting room, reports that the girls (39 in knitting and 12 in crocheting) came back after the vacation with lists of articles which they wanted to make to send home for Christmas gifts. Thus their fingers were kept very busy in the class-room, and elsewhere, when they found time to spare from their studies. The articles made are useful, such as mittens, gloves, bed-room slippers, bootees, caps, jackets, shawls, scarfs and socks. One girl during the ses-



sion made to send away one pair of mittens, three pairs of gloves, five pairs of bedroom boots, two pairs of slippers, one pair of men's socks, one teapot holder, one teapot cozy, one shawl, one child's jacket and one pudding-dish cover. Another girl sent away, besides other work, five large fascinators. Indeed, it is surprising to see how much is accomplished by doing a few stitches whenever time allows. By permitting the children to make jackets and bonnets for their dolls, using the same stitches that are used for larger things, we find they take much more interest in their work and are able with very little trouble to complete the larger articles when their turn comes for such work.

#### Willow Shop

Twenty-two pupils were instructed in willow and rattan work by Mr. Donkin, a few of them spending nearly the whole day at that work, and others such time as could be spared from literary and other class work. Among the articles made were square and oval clothes baskets, root baskets, apple-pickers' baskets; three-cornered, square and round soiled-linen hampers; scrap, butcher, baker, market, butter, delivery and egg baskets; picnic hampers; suit-cases; parcel truck; flower pots; footstools; jardiniere stands; sewing table; five o'clock tea table, card and pedestal table; verandah chair; combination costume box and window seat. The making of verandah and other furniture has proved most popular with the pupils and is a valuable addition to the lines already taught. The products find a ready market and give a fair profit to the maker.

#### Hammock Shop

Sixteen pupils were instructed by Mr. Lambden in netting hammocks (various sizes and weights, single and double head), lawn tennis nets, fish nets, hockey nets, shopping bags, etc. This work is particularly adapted to strengthening the muscles of the fingers and providing clean employment, paving the way to usefulness in other departments. Several ex-pupils continue to order material, showing that they are making good use of what they learned in this department.

#### Sloyd Shop

Sixteen pupils worked in this department, under Mr. Lambden's instruction, making satisfactory progress and manifesting great interest in the work. The instructor recommends obtaining more improved tools for the advanced pupils, to produce a better class of work. At present, everything is hand-made from start to finish. A beginner is taught the full use of the plane and try-square; then the production of useful articles is undertaken. These include blocks of rough materials, brought down to a given degree of thickness; boxes in various sizes, such as salt boxes, handkerchief boxes, collar boxes, match boxes, meshes and needles for hammock work, in various sizes; shelving, small tables for music and books; walking sticks, etc. This manual training is of special advantage to the pupils in the piano-tuning department, making them familiar with tools that have to be used in repairing, and giving strength to the muscles and fingers.

Harry White, of Toronto, a pupil fifteen years of age, exhibited at Parkdale Y.M.C.A. a handkerchief box that he had made, and he was awarded a silver medal suitably inscribed with the Association motto, and on the reverse side "Arts & Crafts, 1912, Harry White." It was a very neat piece of work, to be done "in the dark."



Sewing Room, O. I. B.



### Farm and Grounds

The abundance of rain during the summer caused the lawns and shrubbery to remain green and beautiful throughout the season; the trimming of the lower branches from the spruce and pine trees was also an improvement, not only in appearance, but by depriving loafers from town of a place of concealment. Several societies used the park, by permission, for picnic purposes, with a stipulation that paper and other debris should be collected and the grounds left in tidy condition. Drivers of carriages and automobiles seem to prefer the road through the Institution grounds to the shorter public road outside, which sometimes creates a dust nuisance in the summer and causes some anxiety lest a careless automobile driver should fail to remember that a blind child, playing where it has a right to play, cannot be depended upon to run out of danger at the sound of an automobile horn.

The boys worked faithfully when the cold weather came last winter to get a good sheet of ice on the portion of the farm prepared for an outdoor skating rink, using the hose in relays all night; and they enjoyed the results of their labour until their rink was taken possession of by a swarm of boys and men from the city, with whom the association of the pupils was undesirable.

No work has yet been done on the proposed Grand Trunk railway line through the rear portion of the Institution grounds and farm, nor has a beginning been made to the construction of the contemplated city driveway.

Mr. D. Willits, the farmer and gardener, was absent on leave during the months of July and August, the work being left to his assistants. He reports results as follows: Wheat hardly an average crop; buckwheat, small acreage, but good; rye, very good; corn for table use excellent, for feeding, below the average; hay, fair; young clover, excellent. The crop of roots—beets, turnips, both field and table, carrots and parsnips—hard to beat. Early potatoes good, with slight decay; late potatoes far below the average, due to poor soil and blight; some decay. Garden vegetables satisfactory, cabbage, cauliflower and lettuce plentiful; tomatoes, overabundant; cucumbers, squash, pumpkins and citrons choice. The crop of apples excelled any former crop, both in quantity and quality, but marauders were impudent and troublesome.

### Repairs and Additions

Repairs to eave-troughing and other tinsmith work were done by Mr. G. A. Elliott; repairs to plastering by Mr. H. L. Wood. Mr. D. D. Taylor did the painting, kalsomining and papering. The carpenter recommends the substitution of painting for kalsomining of the walls and ceilings. Mr. J. Bartle built a new piano platform in Miss Harrington's class-room. Several floors need to be renewed in maple, and, as previously reported, the corridors adjoining the main entrance need re-flooring, preferably in stone.

Two Kirker-Bender fire escapes are in course of erection from the third floors of the main building.

A new dormitory building for the girls is in process of erection and the contractor hopes to have the roof on before winter sets in.

I have the honour to be,

Sir,

Your obedient servant,

H. F. GARDINER,

Brantford, November 8th, 1912.

Principal.



## PHYSICIAN'S REPORT

HON. R. A. PYNE, M.D., LL.D., *Minister of Education*:

Sir,—I have the honour to present my annual report for the year ending October 31st, 1912.

The health of the pupils has been fully up to the average during the session. Measles broke out early in January, and although a strict quarantine was established, the epidemic lasted until March. A trained nurse was in charge and all made good recoveries. During the year there was rather less than the usual number of petty ailments, as the children generally were kept in particularly good condition.

Among the officers and employees the year was a particularly disastrous one. Early in December Miss Elizabeth Lee, for some years Kindergarten teacher, developed pernicious anaemia. She was carefully nursed for some weeks in the Institution, when she regained sufficient strength to be moved to her home in the city. She gradually failed until near the end of July, when she died.

On December 15th one of the lady teachers developed an acute appendicitis, requiring radical treatment. She made a good, although protracted, recovery.

Later in December, Mrs. Kirk, for many years the efficient boys' nurse, was seized with hemiplegia; she did not regain sufficiently from the attack to resume her duties, and left to enjoy a quieter life at her home in Kingston.

During the session two men, old employees on the farm, retired because of advancing years, and both have since died.

In September, 1912, pupils and teachers returned in good health and have with few exceptions remained well to date.

This report would not be complete did I not make reference to the personal loss which the officers of this Institution sustained in the sudden passing away early in August of the wife of Principal Gardiner; an apoplectic attack seized her in Hamilton without any previous warning and ended fatally in a few hours.

I have the honour to be,

Sir,

Your obedient servant,

J. A. MARQUIS.

Brantford, November 5th, 1912.

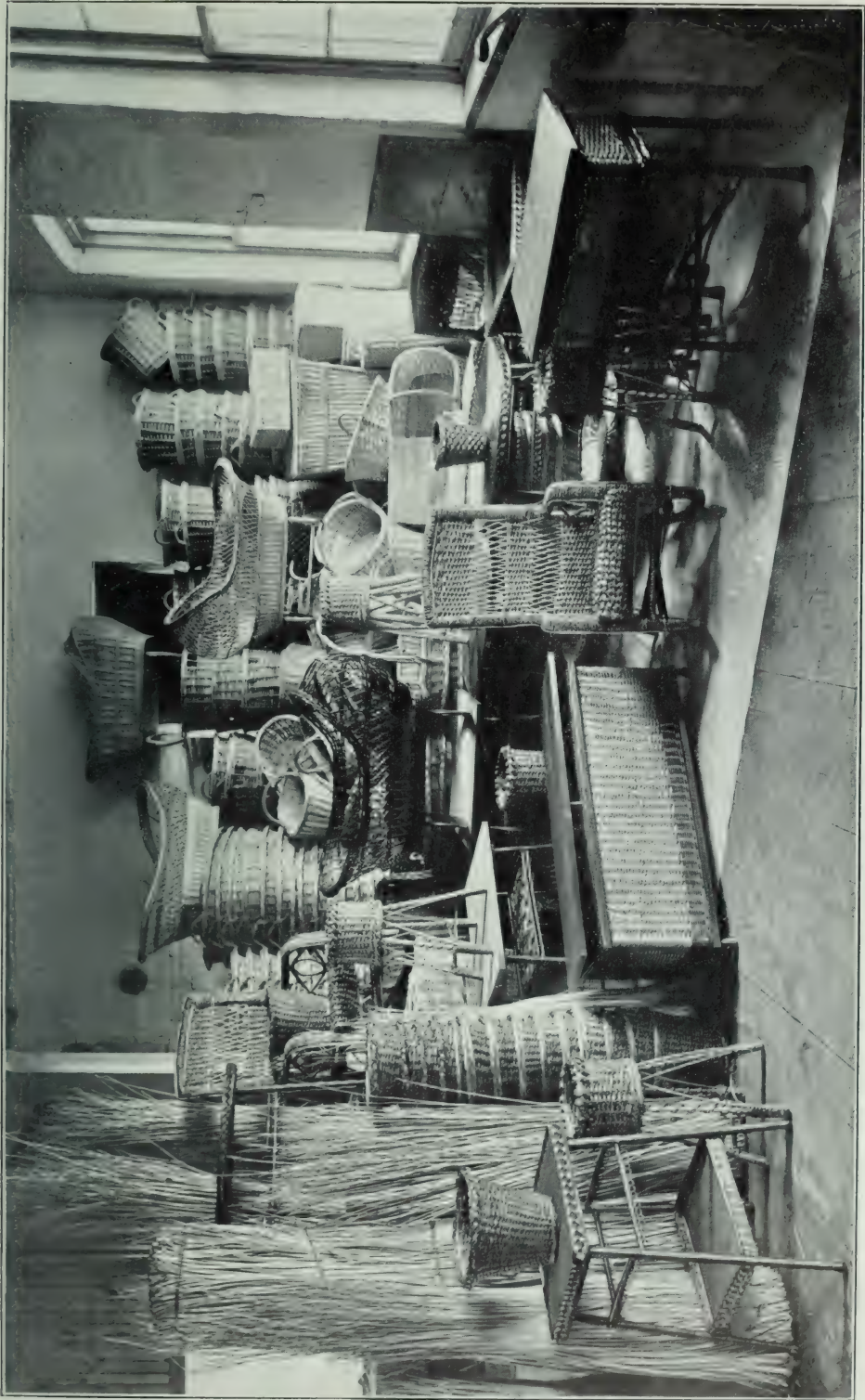
## OCULIST'S REPORT

HON. R. A. PYNE, M.D., LL.D. *Minister of Education*:

Sir,—I have the honour to report the results of the annual examination of the pupils' eyes.

I examined sixty-one pupils in all—thirty-two males, and twenty-nine females. Of these, eleven males and four females were new pupils, examined now for the first time.

For the last few years it has been noticeable that many more new male pupils than females have been coming to the Institution. A perusal of the tables of causes of blindness bringing the pupils here partly accounts for this, as it is observed that of the males entering this year four of the eleven have been rendered blind by powder explosion of various kinds, and at various ages, males of course being much more exposed to these accidents than females. And as might be expected the injury to



Products of Willow Shop, O. I. B.



sight in this class of case is most severe, the sight being entirely obliterated or limited to the ability to tell light from darkness. These cases are classed as "preventable blindness." It is impossible to get an accurate history of the details of these accidents, so that it is hard to estimate in how far some of them are preventable, but it certainly seems that most of them are due to gross carelessness either on the part of the victim or an associate.

Two cases, one a boy and one a girl, are blind because of an accident to one eye with resulting sympathetic ophthalmia in the other. These, speaking generally, should have been prevented, because, of course, sacrificing the injured eye by early enough removal will save the good eye.

One other case, probably, belongs to this class, but the condition of the eyes does not permit of a positive diagnosis and the history does not help much except to place the time of onset in infancy, altogether making one very suspicious of Ophthalmia Neonatorum. It is very gratifying to note that this is the only case from this disease entering this year.

The other new pupils have deficient sight from the following causes: Optic Atrophy, Retinitis Pigmentosa, Cataract with lack of light perception from some fundus condition not discoverable, High Myopia with resulting fundus changes, Interstitial Keratitis.

All have a degree of deficiency of sight to render them eligible to the Institution without a doubt. And while one or two have the ability to read a little, it would be very unwise to hazard what sight they have, by attempting to gain an education in that way.

Of those pupils examined on former occasions there is little to be said. Comparing their sight with that of former years a few show appreciable improvement, while unfortunately two or three show some loss, but it is evident that the life they live at the Institution is the best possible for these cases, the eyes being relieved from strain, and the general physical condition being kept at the best.

A few pupils required attention during the year for acute inflammations or exacerbations of old troubles; one degenerated eye had to be removed on account of continued and excessive pain. Some ears also required treatment for acute conditions; but considering the number of pupils in attendance the cases requiring attention have been comparatively few.

Respectfully submitted,

B. C. BELL.

Brantford, November, 1912.

#### LITERARY EXAMINER'S REPORT

HON. R. A. PYNE, M.D., LL.D., *Minister of Education*:

Sir,—I have the honour to submit my report upon the literary work at the Ontario Institution for the Education of the Blind, for the academic year 1911-12. The examinations were conducted June 4, 5, 6, and 7. The following is a statement of results:

##### Mr. Wickens' Classes

Bible History.—This class of 27, with two exceptions, showed a good knowledge of the limit prescribed, viz., The Reign of Solomon.



**Spelling.**—The limit in spelling is Grade 6 and half of Grade 7 of the authorized Ontario Speller. Of a class of 17, five had no errors, and the poorest speller made 62½ per cent.

**Geography.**—The limit includes the detailed study of the continent of Asia, physically, politically, and commercially. The marks ranged from 25 to 100, the average being 73 per cent.

**Physiology.**—The limit embraces the nervous system and special senses. Twelve of the thirteen pupils in this class showed a detailed knowledge of the limit. This class was one of the best examined.

**Arithmetic.**—Ten questions were given on questions involving fractions. The questions were similar to those on Entrance examinations. The average mark of a class of 21 was 84 per cent. This test convinces me that more mental arithmetic should be done in our schools.

**Reading.**—Fourteen out of a class of 17 read intelligently and intelligibly. The Ontario Third Reader is the text used.

**Latin.**—The limit includes general work in grammar and chapters 10-20 of Cæsar's Commentaries, Book I. The class, consisting of 4, had made considerable progress, the work of two pupils being particularly good and fully up to matriculation standard.

#### Mr. Roney's Classes

**Arithmetic.**—The limit covered with this class includes addition, subtraction and multiplication, with easy problems. This class showed considerable variation, the marks ranging from 0 to 100, 10 out of 21 securing the latter mark.

**Geography.**—The work of this class embraces a study of the Dominion of Canada. The answering was good and with two exceptions the class of 18 averaged 80 per cent.

**Physiology.**—The work covered is the first 64 pages of the Public School Physiology. The pupils showed familiarity with the work.

**Reading.**—The reading is done from the Primer and First Reader of the Ontario Public School Readers. The class includes some who are just learning the alphabet and others who have been one and two years at the school. Very satisfactory results were obtained, some of the more advanced pupils being able to read with considerable expression.

**Grammar.**—Twenty-two pupils make up this class which is not well graded, some being much in advance of others. The course covered is Part 1 of the Public School Grammar. The marks ranged from 0 to 100, the average being 68 per cent.

**Writing.**—The writing of the blind children is very largely a mechanical process, yet much of the work is very legible. The manner in which it is done gives it a uniformity that is lacking with children who see.

**Physical Culture.**—The class performed a series of calisthenic exercises and marches. Some skipping was well done also. Mr. Roney deserves credit for the proficiency displayed by this large class of girls.

#### Miss Kavanagh's Classes

**Bible History.**—The entire class of 11 pupils was well up in the limit of work, which includes the Fourth Age of the Old Testament, Books of the Old and the New Testament and the Feasts of the Church.

**Spelling.**—Twelve pupils make up this class, which has covered Grade 2 of the Ontario Public School Speller. Eleven pupils spelled all the words correctly.

Arithmetic.—Twelve problems dealing with loss and gain, commission, taxes, insurance and other application of percentage were given this class. The results were more satisfactory than expected, the class as a whole being well up and pupils averaging 90 per cent.

Geography.—Owing to changes and sickness among the staff of the Institution, this class was not well graded. The work covered includes definitions of terms, geography of the Province of Ontario and the Government of Ontario. The marks varied from 40 to 100.

Reading.—Limit, Ontario Public School Second Reader. The average mark of the eleven pupils of this class was 72.

Grammar.—This class averaged well and had a good knowledge of the parts of speech, inflections and parsing of words.

Writing.—The 21 pupils of this class are able to write the small letters, figures and punctuation marks reasonably well, the average mark being 69.

Object Lessons.—This class showed considerable knowledge of the sources, properties and uses of salt, tea, coffee, butter, cheese, pepper, etc. The class has a good general knowledge of animals and birds, also the life history of common insects.

#### Miss Stobie's Classes

Miss Stobie, who succeeds Miss Rae, appears to have done a good work during the past year, as her classes are as a whole well up in the work prescribed.

Bible History.—In this class of 21 pupils, all were familiar with the book of Genesis and had memorized Psalms 1, 8, 15, 91, and 121.

Arithmetic.—Quite a range of work is covered in this class, *e.g.*, multiplication tables to 20 times, L.C.M. and G.C.M., division, multiplication, tables of weights and measures with problems based on same. All averaged about 80 per cent. except two, who evidently are unable to cope with the work outlined.

Geography.—I found this an interesting class and well up in the following limit of work, viz.: General geography of the United States, Mexico and Central America. All did well except two, who are beyond their depth at present.

Physiology.—The nine pupils of this class had studied the bones, muscles, skin, digestion and circulation. The standing of the class was very satisfactory.

Spelling.—The course covered is Grade 8 of the Ontario Public School Speller, and the results were very satisfactory indeed, the average being from 85 to 95 per cent. except in the case of two pupils.

Literature.—The selections read include Tennyson's "Lady of Shalott," "Oenone," "Lotus Eaters," "Morte d' Arthur," "Ulysses," "Crossing the Bar," "Enoch Arden," Shakespeare's "Julius Cæsar." I found the class, with one exception, familiar with all the selections and taking great interest in literature.

Composition.—I had a composition from each pupil, which had been written for me. These covered a range of subjects. Two compositions on original subjects were particularly good. The marks ranged from 65 to 90 per cent. I am pleased to see attention given to this subject and also to know that such results can be obtained.

Grammar.—The examination was confined largely to inflection, analysis and parsing. The results were not as good as in the other English subjects, the marks ranging from 65 to 100.

Writing.—The writing is very good on the average, and is of the characteristic square-hand type. The marks range from 50 to 80.

British History.—The course covered is to the end of the reign of Edward I. This subject is evidently one that the pupils like, as the answers were particularly good and the average high.



Canadian History.—This course extends to the end of Royal Government. The same remarks hold good here as in the British History.

#### Miss Roberts' Classes

Bible History.—The limit covers Story of David's Life, Ten Commandments, Lord's Prayer, Names of Books in the Bible, Psalms 1, 19, 23, 91, 117. The results were very satisfactory, the marks ranging from 31 to 100.

Spelling.—The pupils spell the words in the Ontario Primer and the names of familiar objects. As in other classes, the spelling was good, the lowest mark obtained being 60, while several got 100.

Arithmetic.—This is the junior class; the limit includes addition tables 1 to 13, multiplication to 12 times 12. The average mark was 95.

Reading.—The reading was very good, considering that the pupils learn to read the point in this class. There are three very trying pupils in this class.

Kindergarten.—The class when visited was working at paper folding, weaving, chain-making, sewing, modelling in clay, etc. The work in this class is interesting and entirely individual.

#### Miss Haycock's Classes

Bible History.—This class covers the Book of Genesis and 34 chapters of Exodus. The 105th Psalm is memorized. This class was one of the best examined, the results being all that could be expected.

Spelling.—The class covers Grades 1, 2 and 3 of the Ontario Public School Speller. The results were good, the marks ranging from 60 to 100.

Knitting and Crocheting.—The variety of objects made by the pupils and the number of different patterns employed are wonderful. The girls like this work and make considerable pocket money from the sale of articles made. Among the articles exhibited were slippers, teapot holders, coats, jackets, boots, gloves, hoods, lace, etc.

#### Miss Cooper's Classes

Hand Sewing.—Pupils are taught the various stitches necessary in sewing. They learn to sew by hand and on the machine, and make many articles both ornamental and useful. Waists, blouses, fancy bags, pillow cases, aprons, dresses, quilts, kimonas, towels, sheets, etc., were done or in process of making.

Darning.—The pupils become quite expert at this work. All the girls of the class do their own darning.

Domestic Science.—Owing to the small room devoted to this work, the number of pupils receiving instruction is small. The girls do work that compares quite favourably with pupils that see. They take down in point print the recipes and instruction which are afterwards used at home. It is unfortunate that the work cannot be extended. I was served with a dainty lunch which was prepared by the class during the afternoon.

#### Miscellaneous

Bead Work.—Miss Cronk has a large class in bead work and, while the articles made have, as a rule, little commercial value, the children make many articles which are sold to visitors, thus earning spending money. This work is a good pastime.

Sloyd and Netting.—Splendid rooms are fitted up for this work. Thirteen boys work at the former and 15 at the latter occupation. The character of the work is excellent, but in the former case progress is necessarily slow. Some finished



specimens were exhibited and others were in progress during my visit. Walking sticks, footstools, trays, sleeve-boards, key racks, music cabinets, brackets, etc., were noticed among the completed models.

**Willow Work.**—This is one of the occupations best suited to the blind. The boys become expert and work very rapidly. The display of articles was very extensive and varied in character, and quite the equal of any hand work found in the market. Baskets of all sorts and sizes, jardiniere stands, rockers, tables, cradles, hampers, boxes, etc., were to be seen.

#### Notes

1. It is a source of satisfaction to see that more of the Public School books are being printed in point by the Institution press.

2. The appropriation to the Institution will no doubt provide many improvements in the accommodation.

3. Good results followed the visits of Mr. Donkin to ex-pupils during the last vacation in connection with the willow industry.

All the foregoing is respectfully submitted.

E. E. C. KILMER, B.A.,

Inspector Brantford City Schools, Examiner.

Brantford, June 19th, 1912.

#### REPORT ON MUSICAL INSTRUCTION

HON. R. A. PYNE, M.D., LL.D., *Minister of Education*:

Sir,—I have the honour to submit my report on the musical work accomplished at the Ontario Institution for the Education of the Blind, Brantford, during the past academic year.

My examination in Practical work was conducted on June 12th and 13th. The Theoretical papers were examined on June 14th.

The Practical subjects submitted for examination included Piano, Organ, Violin, Solo-singing and Voice production, Choral Class work and Piano-tuning.

The Theoretical subjects were: The Rudiments of Music, Harmony, Counterpoint, Canon and Fugue, Form and History.

Forty-six pupils entered for examination in piano-playing, four in organ, fifteen in violin, four in solo-singing, one in practical teaching of the piano, and twenty-seven in the Theory of Music.

**Piano.**—In the Primary Piano Class five candidates were examined, three of whom showed fair promise, but in the case of the other two, I would suggest that in music they have not found the work for which they are best fitted, and that some other study should be allotted to them instead.

In Grade No. 1, of fifteen pupils one obtained first-class honours (85 marks and over), one second-class honours (75 marks and over), and, of the others, only one failed to qualify for the certificate.

In Grade No. 2, of thirteen pupils two obtained honours and eleven passed.

In Grade No. 3, of nine candidates who entered two obtained honours and seven passed.

In Grade No. 4 (advanced), the only candidate passed with second-class honours.

In Grade No. 5, the only candidate passed a very good examination with first-class honours.

In Grades No. 6 and 7, one candidate in each of these grades was presented, and both passed—obtaining second-class honours.

I have peculiar satisfaction in offering my warmest congratulations to the Musical Director, Mr. W. Norman Andrews, to Miss Moore and to Miss Harrington on the results of their teaching as shown in the examination. A decided advance has been made since last year, not only in the technical side, but also in the direction of artistic intelligence. In general I found the touch was good, although in a few cases there was a tendency toward heaviness.

Again I would lay emphasis on the importance of adhering strictly to the requirements of each grade as set forth in the admirably-planned syllabus.

Organ.—Four students entered for this subject. One Primary candidate has made a favourable start.

In Grade No. 2, one pupil passed.

In Grade No. 3, the youth who underwent examination shows much promise, and is entitled to an honour certificate.

One candidate, a clever young organist, who has been connected with the Institution for some years, and who holds the Associate Diploma of the Canadian Guild of Organists, is doing excellent Post-graduate work in preparation for a higher diploma. This same student displayed good knowledge in two-part Canon and Fugal exposition.

Solo-singing.—All four pupils (three in Grade 1 and one in Grade 3) presented in singing succeeded in passing the necessary test, although none displayed more than very ordinary attainments.

Violin-playing.—Eleven candidates were presented in the Primary Class; of these, three deserve special mention.

In Grade 1 three candidates are entitled to pass certificates.

It is highly gratifying to realize that the study of the violin is now being taken up seriously, and Miss Jones, who is responsible for this branch of study, can be congratulated on having made a very good beginning.

Theory of Music (Rudiments).—Twenty-six candidates were examined, fifteen in Grade 1 and eleven in Grade 2; twelve gained first-class honours (one obtaining full marks), nine second-class honours, and five passed. This addition (the Rudiments) to the curriculum, supplied by Mr. W. Norman Andrews, fills a long-felt want in this department. The splendid results recorded above alone justify the inclusion of this subject, and the further results must be far-reaching in the future musical education of those connected with the Institution.

Harmony, Counterpoint, History and Form.—Grades 3, 4 and 5. Twenty-seven papers were written—eleven in Harmony, seven in Counterpoint, seven in History and two in Elementary Form.

The majority of the papers sent in were very satisfactory. The highest grade pupils (No. 5) displayed unusual intelligence; and I am glad to note that mere anecdote has been replaced by a concise knowledge of more real important historical facts.

A considerable advance has been made in the study of Harmony; most of the papers were good; some were excellent.

In Counterpoint the three-part examples were rather weak, and I should recommend a thorough mastery of Counterpoint in two parts, before advancing to three and four-part work.

Miss Moore, who conducts the work of the classes in Harmony, History and Form, is deserving of very great praise for the admirable results in these important branches of musical study.

Practical Piano Teaching.—One candidate who is leaving the Institution at the end of the present year gained a teacher's certificate. This young girl-student displayed considerable aptitude for imparting knowledge to those who can see as well as to blind students.

Musical Dictation.—The music students took down, in point print, the notes of a four-part song dictated by the Principal, Mr. H. F. Gardiner. Nearly all obtained over 80 marks for this work, and some reached the maximum. This work was done with remarkable speed and accuracy. This species of dictation (which proves invaluable) enables the student to acquire a knowledge and repertoire of national melodies, hymns, songs and other musical compositions, and also paves the way for the young musical composer to commit his ideas to paper.

The Choral Class is making good progress under the direction of Mr. Norman Andrews. It gave me much pleasure to listen to several part songs by Benedict, Gounod and others. The whole class entered into the spirit of the words and music of these compositions, and the singing evidently gave each and all a keen sense of enjoyment that was quite infectious. The young Tenors and Basses possess voices of refined quality, the Sopranos and Contraltos were good, but had a slight tendency to use their chest voices too much. Of their intonation and clearness of enunciation I cannot speak too highly, and the method of breathing that prevails is distinctly good.

Piano-tuning.—I was much interested in the very useful and important work done so efficiently in Mr. Usher's piano-tuning department. Indeed, I had practical demonstration, when visiting the various studios, that several of the senior students are already good and efficient piano-tuners.

Allow me, in concluding my remarks, to congratulate the Ontario Institution for the Education of the Blind, on the loyalty of all the members of the music staff, as well as on the ability of this staff to carry their good work forward, and to place the work of this department on the high plane of merit which it is rapidly reaching.

I have the honour to be,

Sir,

Yours most obediently,

ALBERT HAM, *Mus. Doc., F.R.C.O.*

TORONTO, June 15th, 1912.



## ONTARIO INSTITUTION FOR THE BLIND

## STATISTICS FOR THE YEAR ENDING 31st OCTOBER, 1912

## I.—Attendance

	Male	Female	Total
Attendance for portion of year ending 30th September, 1872..	20	14	34
“ for year ending 30th September, 1873.....	44	24	68
“ “ “ 1874.....	66	46	112
“ “ “ 1875.....	89	50	139
“ “ “ 1876.....	84	64	148
“ “ “ 1877.....	76	72	148
“ “ “ 1878.....	91	84	175
“ “ “ 1879.....	100	100	200
“ “ “ 1880.....	105	93	198
“ “ “ 1881.....	103	98	201
“ “ “ 1882.....	94	73	167
“ “ “ 1883.....	88	72	160
“ “ “ 1884.....	71	69	140
“ “ “ 1885.....	86	74	160
“ “ “ 1886.....	93	71	164
“ “ “ 1887.....	93	62	155
“ “ “ 1888.....	94	62	156
“ “ “ 1889.....	99	68	167
“ “ “ 1890.....	95	69	164
“ “ “ 1891.....	91	67	158
“ “ “ 1892.....	85	70	155
“ “ “ 1893.....	90	64	154
“ “ “ 1894.....	84	66	150
“ “ “ 1895.....	82	68	150
“ “ “ 1896.....	72	69	141
“ “ “ 1897.....	76	73	149
“ “ “ 1898.....	74	73	147
“ “ “ 1899.....	77	71	148
“ “ “ 1900.....	77	67	144
“ “ “ 1901.....	72	66	138
“ “ “ 1902.....	68	70	138
“ “ “ 1903.....	67	64	131
“ “ “ 1904.....	68	66	134
“ “ “ 1905.....	67	74	141
“ “ “ 1906.....	71	76	147
“ “ “ 1907.....	72	72	144
“ “ “ 1908.....	71	68	139
“ “ “ 1909.....	72	70	142
“ “ 31st October, 1910.....	77	67	144
“ “ “ 1911.....	76	61	137
“ “ “ 1912.....	69	55	124

## II.—Age of Pupils

	No.		No.
Seven years.....	1	Eighteen years.....	12
Eight “.....	2	Nineteen “.....	7
Nine “.....	5	Twenty “.....	9
Ten “.....	4	Twenty-one “.....	5
Eleven “.....	10	Twenty-two “.....	3
Twelve “.....	8	Twenty-three “.....	3
Thirteen “.....	9	Twenty-four “.....	2
Fourteen “.....	8	Twenty-five “.....	2
Fifteen “.....	8	Over twenty-five years.....	3
Sixteen “.....	14		
Seventeen “.....	9		
		Total.....	124

## III.—Nationality of Parents

—	No.	—	No.
American .....	4	Swedish .....	1
Canadian .....	62	Russian .....	1
English .....	36	Scotch .....	8
Irish .....	5	Unknown.....	1
Italian .....	1	Welsh .....	1
Galician.....	1		
German.....	2	Total .....	124
Hungarian. ....	1		

## IV.—Denomination of Parents

—	No.	—	No.
Christian Science .....	1	Salvationist .....	1
Baptist .....	7	Lutheran.....	3
Disciples .....	1	Jewish.....	1
Episcopalian .....	38	Greek Catholic .....	1
Methodist .....	32	Unknown.....	2
Presbyterian .....	19	United Brethren .....	1
Roman Catholic .....	17		
		Total .....	124

## V.—Occupation of Parents

—	No.	—	No.
Agents .....	2	Manufacturers.....	4
Bar-tender .....	1	Machinists .....	3
Barbers.....	2	Mason .....	1
Butcher .....	1	Merchants .....	7
Cabinetmaker .....	1	Moulders .....	2
Carpenters .....	7	Miner .....	1
Carter .....	1	Painters .....	2
Caretaker .....	1	Printer .....	1
Drayman.....	1	Plasterers .....	2
Dairyman .....	1	Sheet metal worker.....	1
Electrician .....	1	Policemen .....	3
Engineers .....	4	Sailor .....	1
Farmers .....	25	Shoemaker .....	1
Firemen.....	3	Railway employees .....	4
Fisherman .....	1	Stone cutter.....	1
Gardeners .....	2	Tailor .....	1
Government officer.....	1	Teamster .....	1
Fruiter .....	1	Tinsmith .....	1
Hackman .....	1	Warehouseman .....	1
Jeweller .....	1	Unknown.....	3
Labourers .....	24		
Lawyer .....	1	Total .....	124

**VI.—Cities and Counties from which pupils were received during the official year ending 31st October, 1912**

County or City	Male	Female	Total	County or City	Male	Female	Total
District of Algoma .....	2	...	2	County of Northumberland.....	1	...	1
City of Belleville .....	...	...	...	“ Ontario .....	1	2	3
County of Brant .....	...	1	1	City of Ottawa.....	6	5	11
City of Brantford .....	1	2	3	County of Oxford.....	2	4	6
County of Bruce .....	1	1	2	“ Perth .....	...	1	1
“ Carleton .....	...	1	1	City of Peterborough .....	...	1	1
“ Dufferin.....	...	...	...	County of Prince Edward.....	...	...	...
“ Durham.....	1	...	1	“ Prescott .....	1	...	1
“ Elgin .....	...	...	...	“ Russell .....	...	2	2
“ Essex .....	...	...	...	City of St. Catharines.....	...	1	1
“ Glengarry .....	...	1	1	“ Stratford.....	...	1	1
“ Grey .....	2	1	3	County of Simcoe .....	2	1	3
City of Guelph .....	...	1	1	“ Stormont .....	...	1	1
County of Haldimand .....	...	...	...	City of Toronto .....	10	8	18
“ Haliburton .....	1	...	1	County of Victoria .....	1	...	1
“ Halton .....	...	...	...	“ Waterloo.....	1	...	1
City of Hamilton .....	3	3	6	“ Welland .....	3	...	3
County of Hastings .....	1	...	1	“ Wellington.....	...	...	...
“ Huron .....	3	3	6	“ Wentworth .....	...	1	1
“ Kent .....	1	3	4	“ York .....	2	1	3
“ Lambton .....	3	2	5	District of Parry Sound .....	1	...	1
“ Leeds .....	2	...	2	*Saskatchewan .....	4	1	5
“ Lanark.....	1	...	1	*Alberta .....	3	...	3
City of London .....	1	...	1	*Manitoba .....	4	1	5
County of Middlesex .....	...	1	1	*British Columbia .....	2	...	2
District of Muskoka .....	...	2	2	*Quebec.....	1	...	1
District of Nipissing .....	1	...	1				
County of Norfolk .....	...	2	2	Total .....	69	55	124

\* On payment.

**VII.—Cities and Counties from which pupils were received from the opening of the Institution till 31st October, 1912**

County or City	Male	Female	Total	County or City	Male	Female	Total
District of Algoma .....	8	4	12	County of Haldimand.....	4	5	9
City of Belleville .....	4	1	5	“ Haliburton.....	1	...	1
County of Brant .....	9	8	17	“ Halton .....	7	3	10
City of Brantford .....	17	12	29	City of Hamilton.....	17	21	38
County of Bruce .....	9	11	20	County of Hastings.....	6	5	11
“ Carleton .....	2	2	4	“ Huron .....	14	13	27
“ Dufferin.....	2	1	3	City of Kingston .....	7	4	11
“ Dundas .....	3	3	6	County of Kent.....	10	8	18
“ Durham.....	4	4	8	“ Lambton .....	20	8	28
“ Elgin .....	7	6	13	“ Leeds .....	14	4	18
“ Essex.....	14	20	34	“ Lanark .....	4	4	8
“ Frontenac .....	5	3	8	“ Lennox.....	4	1	5
“ Glengarry .....	8	1	9	“ Lincoln .....	3	3	6
“ Grenville .....	2	2	4	City of London.....	12	10	22
“ Grey .....	10	12	22	District of Nipissing .....	7	4	11
City of Guelph .....	4	3	7	County of Middlesex .....	10	13	23
				District of Muskoka .....	3	3	6



VII.—Cities and Counties from which pupils were received from the opening of the Institution till 31st October, 1912—Continued

County or City	Male	Female	Total	County or City	Male	Female	Total
County of Norfolk.....	11	10	21	County of Stormont.....	5	1	6
“ Northumberland.....	6	9	15	City of Toronto.....	68	51	119
“ Ontario.....	8	11	19	County of Victoria.....	8	2	10
City of Ottawa.....	24	7	31	“ Waterloo.....	12	5	17
County of Oxford.....	8	13	21	“ Welland.....	9	5	14
“ Peel.....	2	1	3	“ Wellington.....	10	8	18
“ Perth.....	5	10	15	“ Wentworth.....	10	10	20
“ Peterborough.....	13	5	18	“ York.....	21	16	37
“ Prince Edward.....	7	2	9	District of Parry Sound.....	2	....	2
“ Prescott.....	4	....	4	*Province of Quebec.....	5	1	6
“ Renfrew.....	8	6	14	*Saskatchewan.....	5	5	10
“ Russell.....	5	3	8	*British Columbia.....	4	....	4
City of St. Catharines.....	2	2	4	*Manitoba.....	5	2	7
“ St. Thomas.....	3	2	5	*Alberta.....	3	3	6
“ Stratford.....	3	1	4	*United States.....	1	....	1
County of Simcoe.....	13	11	24				
					541	404	945

\*On payment.

VIII.—Cities and Counties from which pupils were received who were in residence on 31st October, 1912

County or City	Male	Female	Total	County or City	Male	Female	Total
District of Algoma.....	1	....	1	County of Ontario.....	1	2	3
City of Belleville.....	....	....	....	City of Ottawa.....	5	5	10
County of Brant.....	....	1	1	County of Oxford.....	....	2	2
City of Brantford.....	1	2	3	“ of Perth.....	....	1	1
County of Bruce.....	1	1	2	City of Peterborough.....	....	....	....
“ Carleton.....	....	1	1	County of Prince Edward.....	....	....	....
“ Durham.....	....	....	....	“ Prescott.....	1	....	1
“ Elgin.....	....	....	....	“ Russell.....	....	2	2
“ Essex.....	....	....	....	City of St. Catharines.....	....	1	1
“ Glengarry.....	....	1	1	“ Stratford.....	....	....	....
“ Grey.....	1	1	2	County of Simcoe.....	1	1	2
City of Guelph.....	....	1	1	“ Stormont.....	....	1	1
County of Haliburton.....	....	....	....	City of Toronto.....	8	6	14
City of Hamilton.....	3	3	6	County of Victoria.....	1	....	1
County of Hastings.....	1	....	1	“ Waterloo.....	....	....	....
“ Huron.....	3	3	6	“ Welland.....	....	....	....
“ Kent.....	....	3	3	“ Wellington.....	....	....	....
“ Lambton.....	3	2	5	“ Wentworth.....	....	1	1
“ Leeds.....	1	....	1	“ York.....	2	1	3
“ Lanark.....	1	....	1	District of Parry Sound.....	1	....	1
City of London.....	1	....	1	Quebec.....	1	....	1
County of Middlesex.....	....	1	1	Manitoba.....	3	1	4
District of Muskoka.....	....	2	2	Saskatchewan.....	2	1	3
“ Nipissing.....	1	....	1	Alberta.....	....	....	....
City of Niagara Falls.....	1	....	1	British Columbia.....	2	....	2
County of Norfolk.....	....	2	2				
“ Northumberland.....	1	....	1	Totals.....	48	49	97

Ontario Institution for the Education of the Blind, Brantford, Ont., Canada. Maintenance Expenditure for the year ending 31st October, 1912. Compared with preceding year

Item	Service	31st October, 1911			31st October, 1912		
		Total expenditure, 1911	Yearly cost. Average 116	Weekly cost Average	Total expenditure, 1912	Yearly cost Average 106	Weekly cost Average
		\$ c.	\$ c. c. mls.		\$ c.	\$ c. c. mls.	
1	Medicine and Medical Comforts..	157 16	1 36	2.6	137 49	1 29	2.5
2	Butchers' Meat, Fish and Fowl .	2,233 86	19 42	37.1	2,081 05	19 63	37.7
3	Flour, Bread and Biscuits.....	532 01	4 58	8.8	536 45	5 06	9.7
4	Butter and Lard.....	1,512 17	13 04	23.1	1,540 99	14 54	26.1
5	General Groceries.....	1,331 40	11 47	22.	1,672 03	15 77	33.3
6	Fruit and Vegetables.....	221 83	1 91	3.6	244 39	2 31	4.2
7	Bedding, Clothing and Shoes ....	419 43	3 44	6.6	275 35	2 59	4.9
8	Fuel—Wood, Coal and Gas .....	3,847 88	33 17	65.7	*2,072 15	19 55	37.5
9	Light—Gas and Electric .....	1,051 74	9 14	17.6	962 25	9 08	17.4
10	Laundry—Soap and Cleaning....	449 91	3 87	7.4	318 49	3 00	5.7
11	Furniture and Furnishings .....	454 22	3 92	7.5	471 30	4 44	8.5
12	Farm and Garden — Feed and Fodder.....	656 98	5 66	10.9	795 06	7 50	14.4
13	Repairs and Alterations.....	1,198 41	10 30	19.8	991 21	9 35	17.9
14	Advertising, Printing, Stationery, etc.....	518 51	4 47	8.6	445 11	4 19	8.0
15	Books, Apparatus and Appliances	1,106 64	9 54	18.5	1,026 33	9 68	18.6
16	Miscellaneous—Unenumerated...	1,251 47	10 78	20.7	1,330 05	12 55	24.1
17	Pupils' Sitzings at Church.....	200 00	1 72	3.3	200 00	1 88	3.6
18	Rent of Hydrants.....	160 00	1 37	2.6	160 00	1 51	2.8
19	Water Supply.....	426 61	3 67	7.	478 54	4 51	8.9
20	Salaries and Wages.....	22,801 96	196 56	336.4	23,011 72	217 09	417.4
21	Supplementary—						
	Repairing Pianos and Organs..	96 00	82	1.7	146 90	1 48	2.8
	Hardware, etc.....	162 10	2 26	4.3	182 12	1 71	3.3
	Workshops—Willow Dept.....	172 07	1 48	2.8	675 45	6 31	12.1
	" Sloyd & Hammock Dept.	155 84	1 34	2.6	.....	.....	.....
		41,217 20	355 32	683.1	39,755 43	375 05	721.2

\*Coal contract not completed.  
31st October, 1912.

Certified.  
W. N. HOSSIE,  
Bursar.

## APPENDIX I

## LIST OF INSPECTORATES AND INSPECTORS

January, 1913

Inspectorates	Public School Inspectors	Post Office
Algoma District (in part); Cockburn Island, City of Sault Ste. Marie; Towns of Bruce Mines, Steelton, Thessalon .....	L. A. Green, B.A. ....	Sault Ste. Marie.
Brant County; Town of Paris; Sections 3, 8, 9, 14, 15, 16, 17, 19, 21, 25 of Townsend Tp.; Sections 1, 2, 10, 11, 12, 13 and 14 of Windham Tp. and Village of Waterford in Norfolk Co. ....	T. W. Standing, B.A. ....	Brantford.
Bruce, East; Towns of Chesley, Walkerton, Wiarton; Villages of Hepworth, Tara .....	John McCool, M.A. ....	Walkerton.
Bruce, West; Towns of Kincardine, Southampton; Villages of Lucknow, Paisley, Port Elgin, Teeswater, Tiverton .....	W. F. Bald, B.A. ....	Port Elgin.
Carlton, East; Village of Eastview ....	Thos. Jamieson, B.A., 115 Strathcona Ave. ....	Ottawa.
Carleton, West, and Lanark, East; Towns of Almonte, Carleton Place; Village of Richmond (Joint Inspectorate) .....	Willis C. Froats, M.A. ....	Carleton Place.
Dufferin; Town of Orangeville; Villages of Grand Valley, Shelburne .....	W. R. Liddy, B.A. ....	Orangeville.
Dundas; Villages of Chesterville, Iroquois, Morrisburg, Winchester .....	V. K. Greer, M.A. ....	Winchester.
Elgin, East; Town of Aylmer; Villages of Springfield, Vienna .....	Welburn Atkin .....	St. Thomas.
Elgin, West; City of St. Thomas; Villages of Dutton, Rodney, Port Stanley, West Lorne (Joint Inspectorate) .....	John A. Taylor, B.A. ....	St. Thomas.
Essex, North (No. 1); Town of Sandwich; Village of Belle River .....	.....	.....
Essex, South (No. 2); Towns of Amherstburg, Essex, Kingsville, Leamington .....	D. A. Maxwell, B.A., LL.B., Ph.D. ....	Windsor.
Frontenac, South; Villages of Garden Island, Portsmouth .....	S. A. Truscott, M.A. ....	Kingston.
Frontenac, North, and Addington (Joint Inspectorate) .....	M. R. Reid, M.A. ....	Sharbot Lake.
Glengarry; Town of Alexandria; Villages of Lancaster, Maxville .....	J. W. Crewson, B.A. ....	Alexandria.
Grey, East; Towns of Meaford, Thornbury; Village of Flesherton .....	Samuel Huff, B.A. ....	Meaford.
Grey, West; Town of Owen Sound; Village of Chatsworth .....	H. H. Burgess, B.A. ....	Owen Sound.
Grey, South; Towns of Durham, Hanover; Villages of Dundalk, Markdale, Neustadt .....	N. W. Campbell, B.A. ....	Durham.
Haldimand; Town of Dunnville; Villages of Caledonia, Cayuga, Hagersville, Jarvis .....	Clarke Moses .....	Caledonia.
Haliburton and Muskoka East; Town of Huntsville (Joint Inspectorate) ....	Sylvanus Phillips B.A. ....	Minden.
Halton; Towns of Milton, Oakville; Villages of Acton, Burlington, Georgetown .....	.....	.....
Hastings Centre; Villages of Madoc, Marmora, Stirling, Tweed .....	Wm. Mackintosh .....	Madoc.



## List of Inspectorates and Inspectors—Continued

Inspectorates	Public School Inspectors	Post Office
Hastings South, and City of Belleville; Towns of Deseronto, Trenton (Joint Inspectorate) .....	H. J. Clarke, B.A.....	Belleville.
Hastings, North; South Nipissing, and South-east Parry Sound Districts; Town of Powassan; Villages of Bancroft, South River, Sundridge (Joint Inspectorate) .....	Jas. Colling, B.A. ....	Bancroft.
Huron, East; Towns of Clinton, Seaforth, Wingham; Villages of Blyth, Brussels, Wroxeter .....	John M. Field, B.A., Ph.D...	Goderich.
Huron, West; Town of Goderich; Villages of Bayfield, Exeter, Hensall.....	J. Elgin Tom .....	Goderich.
Kenora District, and Thunder Bay (West); City of Port Arthur; Towns of Dryden, Keewatin, Kenora, Sioux Lookout (Joint Inspectorate) .....	John Ritchie .....	Port Arthur.
Kent, East; Towns of Blenheim, Bothwell, Dresden, Ridgetown; Village of Thamesville .....	Rev. W. H. G. Colles.....	Chatham.
Kent, West, and City of Chatham; Towns of Tilbury, Wallaceburg (Joint Inspectorate) .....	J. H. Smith, M.A.....	Chatham.
Lambton, East (No. 2); Town of Petrolea; Villages of Alvinston, Arkona, Oil Springs, Watford .....	N. McDougall, B.A.....	Petrolea.
Lambton, West (No. 1); Towns of Forest, Sarnia; Villages of Courtright, Point Edward, Thedford, Wyoming...	Henry Conn, B.A.....	Sarnia.
Lanark, West; Towns of Perth, Smith's Falls; Village of Lanark (Joint Inspectorate) .....	F. L. Michell, M.A.....	Perth.
Lanark, East (see Carleton West).		
Leeds and Grenville (No. 1); Town of Gananoque; Villages of Newboro, Westport .....	Wm. Johnston, M.A., LL.B...	Athens.
Leeds and Grenville (No. 2); Town of Brockville; Village of Athens (Joint Inspectorate) .....	Robert Kinney, M.D.....	Brockville.
Leeds and Grenville (No. 3); Town of Prescott; Villages of Cardinal, Kemptville, Merrickville (Joint Inspectorate) .....	T. A. Craig .....	Kemptville.
Lennox; Town of Napanee; Villages of Bath, Newburgh (see also Frontenac, North) .....	D. A. Nesbitt, M.A.....	Napanee.
Lincoln, and Pelham Tp.; Towns of Niagara, Thorold; Villages of Beamsville, Grimsby, Merriton, Port Dalhousie (Joint Inspectorate) .....	W. W. Ireland, B.A.....	St. Catharines.
Manitoulin Dist., Algoma Dist. (in part); Sudbury Dist. (in part); Towns of Blind River, Gore Bay, Little Current, Massey, Webbwood .....	John McLaughlin .....	Gore Bay.
Middlesex, East; Village of Lucan.....	P. J. Thompson, B.A.....	London.
Middlesex, West; Towns of Parkhill, Strathroy; Villages of Ailsa Craig, Glencoe, Newbury, Wardsville .....	H. D. Johnson .....	Strathroy.
Muskoka, South and West, District; Towns of Bracebridge, Gravenhurst; Village of Port Carling .....	H. R. Scovell, B.A. ....	Bracebridge.
Muskoka, East (see Haliburton).		

## List of Inspectorates and Inspectors—Continued

Inspectorates	Public School Inspectors	Post Office
Nipissing, North (see Sudbury Dist.).		
Nipissing, South (see Hastings North).		
Norfolk; Town of Simcoe; Villages of Delhi, Port Dover, Port Rowan (see Brant Co.) .....	H. Frank Cook, B.A.....	Simcoe.
Northumberland and Durham, Centre, No. 2; Town of Cobourg; Village of Millbrook .....	Albert Odell .....	Cobourg.
Northumberland and Durham, East, No. 3; Town of Campbellford; Villages of Brighton, Colborne, Hastings .....	Robert Boyes .....	Campbellford.
Northumberland and Durham, West, No. 1; Towns of Bowmanville, Port Hope; Village of Newcastle .....	W. E. Tilley, M.A., Ph.D...	Bowmanville.
Ontario, North; North-east Parry Sound; Town of Uxbridge; Villages of Beaverton, Cannington (Joint Inspectorate).	R. A. Hutchison, B.A.....	Uxbridge.
Ontario, South; Towns of Oshawa, Whitby; Village of Port Perry .....	R. H. Walks, B.A.....	Brooklin.
Oxford, North, and City of Woodstock; Villages of Embro, Tavistock (Joint Inspectorate) .....	J. M. Cole .....	Woodstock.
Oxford, South; Towns of Ingersoll, Tillsonburg; Village of Norwich .....	R. A. Paterson, B.A. ....	Ingersoll.
Parry Sound, South, District; Towns of Kearney, Parry Sound; Village of Burk's Falls .....	J. L. Moore, B.A.....	Parry Sound.
Parry Sound, South-east (see Hastings North).		
Parry Sound, North-west (see Sudbury).		
Parry Sound, North-east (see Ontario, North) .....		
Peel; Town of Brampton; Villages of Bolton, Streetsville .....	W. J. Galbraith, B.A.....	Brampton.
Perth, North; Towns of Listowel, Mitchell, St. Mary's; Village of Milverton .....	William Irwin, B.A.....	Stratford.
Perth, South, and City of Stratford (Joint Inspectorate) .....	James H. Smith, B.A. ....	Stratford.
Peterborough, East; Villages of Havelock, Lakefield, Norwood .....	Richard Lees, M.A.....	Peterborough.
Peterborough, West, and Victoria, East; Town of Lindsay; Villages of Bobcaygeon, Omeme (Joint Inspectorate) ..	G. E. Broderick.....	Lindsay.
Prescott and Russell; Towns of Hawkesbury, Rockland, Vankleek Hill; Villages of Casselman, L'Orignal .....	John Nelson, B.A.....	Kemptville.
Prince Edward; Town of Picton; Villages of Bloomfield, Wellington .....	John E. Benson, M.A. ....	Picton.
Rainy River District, Thunder Bay East, No. 1 Missanable, No. 1 Chapleau; City of Ft. William; Towns of Ft. Frances, Rainy River (Joint Inspectorate) ....	W. J. Hamilton, B.A.....	Fort William.
Renfrew, North; Town of Pembroke; Village of Cobden .....	E. T. White, B.A.....	Pembroke.
Renfrew, South; Towns of Arnprior, Renfrew; Villages of Eganville, Killaloe Station .....	G. G. McNab, M.A.....	Renfrew.
Simcoe, North; Towns of Barrie, Collingwood; Village of Creemore .....	Joseph L. Garvin, B.A.....	Barrie.
Simcoe, South-west; Towns of Alliston, Stayner; Villages of Beeton, Bradford, Tottenham .....	Edwin Longman .....	Barrie.

## List of Inspectorates and Inspectors—Continued

Inspectorates	Public School Inspectors	Post Office
Simcoe, East; Towns of Midland, Orillia, Penetanguishene; Village of Coldwater	Isaac Day, B.A.....	Orillia.
Stormont; Town of Cornwall; Village of Finch .....	James Froats, B.A.....	Cornwall.
Sudbury District (in part), North Nipissing and North-west Parry Sound; Towns of Bonfield, Cache Bay, Chelmsford, Copper Cliff, Mattawa, North Bay, Sturgeon Falls, Sudbury .....	D. M. Christie, B.A.....	Sudbury.
Thunder Bay (see Kenora and Rainy River) .....		
Timiskaming District, Towns of Cobalt, Cochrane, Englehart, Haileybury, Latchford, Matheson, New Liskeard, Timmins .....	W. J. Hallett, B.A., B.Pæd....	Haileybury.
Victoria, West; Villages of Fenelon Falls, Sturgeon Point, Woodville ....	W. H. Stevens, B.A.....	Lindsay.
Victoria, East (see Peterborough West).		
Waterloo, North (No. 1); City of Berlin; Town of Waterloo; Village of Elmira .....	F. W. Sheppard.....	Berlin.
Waterloo, South (No. 2); Towns of Galt, Hespeler, Preston; Villages of Ayr, New Hamburg .....	Lambert Norman, B.A.....	Berlin.
Welland; City of Niagara Falls; Town of Welland; Villages of Bridgeburg, Chippawa, Fort Erie, Humberstone, Port Colborne (Thorold Town and Pelham Tp. are under Lincoln Inspector.) (Joint Inspectorate) .....	John Marshall, B.A.....	Welland.
Wellington, North; Towns of Harriston, Mount Forest, Palmerston; Village of Clifford .....	Robt. Galbraith, B.A.....	Mount Forest.
Wellington, South; Villages of Arthur, Drayton, Elora, Erin, Fergus .....	J. J. Craig, B.A.....	Fergus.
Wentworth; Town of Dundas; Village of Waterdown .....	J. H. Smith .....	Hamilton.
York, North; Towns of Aurora, Newmarket; Villages of Holland Landing, Richmond Hill, Woodbridge .....	C. W. Mulloy, B.A.....	Aurora.
York, South; Villages of Markham, Mimico, New Toronto, Stouffville		
Sutton West, Weston (Joint Inspectorate) .....	A. L. Campbell, M.A.....	Weston.
Brantford, City of .....	E. E. C. Kilmer, B.A.....	Brantford.
Guelph, do .....	Wm. Tytler, B.A. ....	Guelph.
Hamilton, do .....	W. H. Ballard, M.A. ....	Hamilton.
do do .....	Jas. Gill, B.A. ....	Hamilton.
Kingston, do .....	J. Russell Stuart .....	Kingston.
London, do .....	C. B. Edwards, B.A. ....	London.
Ottawa, do .....	J. H. Putman, B.A., B.Pæd..	Ottawa.
Peterborough, do .....	A. Mowat, B.A. ....	Peterborough.
St. Catharines, do .....	D. C. Hetherington.....	St. Catharines.
Toronto, do .....	Jas. L. Hughes, LL.D., Chief Inspector .....	Toronto.
do do .....	W. F. Chapman, B.A.....	Toronto.
do do .....	W. H. Elliott, B.A.....	Toronto.
do do .....	E. W. Bruce, M.A.....	Toronto.
do do .....	Jos. H. Rogers, M.A.....	Toronto.
do do .....	Geo. H. Armstrong.....	Toronto.
Windsor, do, and Town of Walkerville .....	Robt. Meade, M.A.....	Windsor.



**List of Inspectorates and Inspectors—Concluded**

**R.C. Separate School Inspectors**

J. F. Power, M.A..... Toronto, 33 Dalton Road.  
Michael O'Brien ..... Peterborough.  
J. F. Sullivan, B.A..... London, 873 Hellmuth Avenue.  
Jas. E. Jones, B.A. .... Ottawa, 88 Henderson Street.  
J. P. Finn, B.A. .... Ottawa, 68 Sweetland Avenue.

**English-French Public and Separate School Inspectors**

W. J. Summerby, Supervising Inspector .... Russell.  
R. O. White, " " .... North Bay.  
E. E. Ingall, B.A. " " .... Ottawa, 156 First Avenue.  
V. Hector Gaboury, B.A..... Ottawa, The Alexandra.  
L. E. O. Payment, M.A..... Ottawa, 127 Henderson Street.  
Henri St. Jacques, B.A..... Sturgeon Falls.

**Chief Inspector of Public and Separate Schools**

R. H. Cowley, B.A..... Toronto, 124 Delaware Avenue.

**Director of Industrial and Technical Education and Inspector of Normal Schools**

F. W. Merchant, M.A., D. Pæd..... Toronto, Parliament Buildings.

**High School Inspectors**

J. E. Wetherell, M.A..... Toronto, 98 Albany Avenue.  
H. B. Spotton, M.A., LL.D..... Toronto, 426 Markham Street.  
J. A. Houston, M.A. .... Toronto, 105 Roxborough Street.

**Continuation School Inspectors**

John Waugh, M.A., D. Pæd..... Whitby.  
G. K. Mills, B.A..... Toronto, Parliament Buildings.

**Manual Training and Technical School Inspector**

Albert H. Leake ..... Toronto, Glen Grove Avenue, Eglinton

## APPENDIX J

## REPORTS OF THE INSPECTORS OF HIGH SCHOOLS

## I. REPORT OF INSPECTOR WETHERELL

TO THE HONOURABLE R. A. PYNE, M.D., LL.D.,

*Minister of Education for Ontario.*

SIR,—I have the honour to submit herewith my Annual Report on the High Schools and Collegiate Institutes in my inspectorate.

During the academic year 1911-12 it was my privilege to visit the Collegiate Institutes at Barrie, Berlin, Brantford, Chatham, Collingwood, Galt, Hamilton, Ingersoll, London, Ridgetown, St. Catharines, St. Mary's, St. Thomas, Sarnia, Stratford, Strathroy, Windsor, Woodstock, and the High Schools at Aylmer, Bradford, Dutton, Essex, Forest, Glencoe, Grimsby, Leamington, Lucan, Meaford, Midland, Orangeville, Parkhill, Penetanguishene, Petrolea, Tillsonburg, Vienna, Wardsville, Waterford, Watford, and Weston. Insuperable obstacles prevented my inspection of the High Schools at North Bay, Sudbury, and Haileybury.

#### Accommodations

*As to Buildings.*—During the year the St. Thomas Board of Education erected an addition to the Collegiate Institute building; the Weston Board began the erection of a new \$30,000 High School; the Strathroy Collegiate Institute Board purchased a site and began the erection of a \$40,000 building; the St. Catharines Board built an excellent Gymnasium and Assembly Hall.

*As to Gymnasias.*—In my last Report I said that several of the Collegiate Institutes were still grappling with the problem of gymnasium accommodation. St. Catharines and Ridgetown have since satisfied the new requirements. St. Mary's and Barrie have given definite assurances for 1913. Galt and Woodstock will also in 1913 meet the new requirements.

Only a few of the Collegiate Institutes have added the new equipment for gymnasia recommended in Circular No. 8. The apparatus marked in that Circular as indispensable should be purchased during 1913.

*As to Lighting.*—I wish to call attention to a grave defect which exists in many schools in the matter of Lighting. I find opaque blinds on the sunny side of many class-rooms. When the sunlight beats directly in through the windows these blinds are necessarily lowered, and the rooms, to the discomfort of all the pupils, are left in semi-darkness. During the last year in the following schools I called the attention of the Boards to this defect: Meaford, Glencoe, Tillsonburg, Windsor, Galt, Chatham, Watford, and Dutton. Translucent blinds would obviate this difficulty altogether. The most remarkable thing about this use of opaque blinds is the fact that in many new buildings erected in recent years the lamentable mistake has been made of installing objectionable opaque blinds.

*As to Desks.*—The old-fashioned double desks are now almost obsolete. Not more than ten per cent. of the schools now give these antiquated desks a place in any class-room. Your inspectors are urging the banishment of all of these mischievous desks that remain.

### Additions to Equipment

During the year the schools in my inspectorate have spent over \$1,100 on books (an average of about \$30 a school); \$1,400 on scientific apparatus (an average of \$36); \$450 on museums (an average of only \$12); and they have placed on the schoolroom walls 135 pictures (an average of fewer than four pictures each).

### Attendance

Only four schools in my district during the past year had a higher average than thirty pupils to each teacher. The congestion was most marked in Brantford and St. Mary's Collegiate Institutes.

### Reading, Spelling and Writing

A close inspection of the way in which these subjects are taught has been conducted in all the schools. In order that the teachers may be able to learn from this Report the relative status of their classes, I have taken the trouble to collate the results of my examinations and to translate them into percentages.

*Reading.*—Of over seven hundred Second Form pupils whom I tested, 33 per cent. were good, 53 per cent. were fair, 14 per cent. were poor.

Of five hundred and fifty First Form pupils 31 per cent. were good, 53 per cent. were fair, 16 per cent. were poor.

In the Second Form tests my standard was higher than with the First Form pupils.

*Spelling.*—Of over eight hundred Second Form pupils whom I tested 28 per cent. were good, 41 per cent. fair, 18 per cent. poor, 13 per cent. bad.

Of 1,150 pupils of the first year 22 per cent. were good, 35 per cent. fair, 22 per cent. poor, 21 per cent. bad.

In most schools the same test was given to both senior and junior pupils. It is very evident that the senior pupils had profited by their year's work. Indeed, the zeal with which the work in spelling has been prosecuted in some schools may be shown by the fact that in a certain Collegiate Institute I entered a class-room and found a "monitor" diligently drilling the class with a list which contained all the words I had used in the school which I had visited the former week.

*Writing.*—Of eight hundred pupils of Form Second 26 per cent. were good, 58 per cent. fair, 16 per cent. poor.

Of over 1,100 pupils of Form First 20 per cent. were good, 57 per cent. fair, 23 per cent. poor.

Here, also, the year's work had counted for much in the development of the higher classes.

### Mental Arithmetic

For some years the Department of Education has asked the teachers for a specific report on their organization for mental arithmetic. In some schools too little attention is given to this most valuable exercise. Many teachers fail to realize that much more rapid progress can be made in arithmetic, as indeed in algebra, if much of the work is done mentally. Not only do the pupils become more accurate and more alert, but the collective mental gymnastics stir the spirit of emulation and immeasurably increase the zest for work. I could name a few schools where mental calculation is an everyday form of mathematical exercise; and in all these schools the striking effects are patent to every visitor.



### Science Exhibits

The pupils' note-books in Science, as far as the laboratory work goes, are generally satisfactory; but in the matter of the outdoor records of the pupils much is yet to be desired. In at least half the schools these notes have not received the careful direction and constant supervision which are necessary. The quality of the notes, too, is often poor. It would seem that dated records of each pupil's individual observations should be insisted on by the teacher of science. To my amazement the best work in this connection has been done in some of the larger schools where the opportunities for observation have been somewhat limited. Organization and supervision have effected wonders in the face of obstacles.

The pupils' collections of plants, seeds, and insects, improve each year. It is true that some of the younger teachers have overlooked the need of urging upon the pupils the value of correlation with the laboratory work, of identification of specimens, and of an attempt at classification in arranging their specimens. The educational value of pupils' collections depends largely on the skill and judgment of the teacher.

### Supplementary Reading

I return again this year to this very important topic. The direction to the teachers to make out, at the beginning of the year, a short list of books, from which the pupils are to select four, is in nearly all cases observed. However, in some instances the lists are not drawn up with sufficient care. If the object of the course is the cultivation of a taste for good literature care should be exercised to exclude from the selected list all third-rate works and all books which the pupil's immature taste and fondness for light entertainment would attract him to read. Books of solid worth or ancient fame should be preferred. Even in fiction our language is very rich in works of classic dignity.

### As to Memorizing

Sir George Houston Reid in a recent address on education protested against too much memorizing in the schools. In general, his strictures were fair. A strange condition, however, is now occasionally found in our schools. There is too much memorizing of undesirable material and too little memorizing of the things worth while. I may be permitted briefly to illustrate in two separate fields.

On many occasions when I have questioned a class in British history, and when, in order to fix the period of the events discussed, I have asked for an important date, I have met with no response. In themselves the dates mean little or nothing, but in their relation to other dates, antecedent and subsequent, they form part of a framework, to which may be attached in the memory the record of the events themselves in their proper sequence. Without the leading dates the march of events is a chaotic jumble, embarrassing to a degree. The possession in the memory of from fifty to a hundred dates of great events is of incalculable value in marshalling in the memory one's historical knowledge.

In another field the memory should be exercised, especially among young pupils, much more than it now is. The pupils of our middle school classes memorize poetry systematically and amply, because the examiner in literature will trip them up if they are remiss. The pupils of the lower classes do little memorizing in most schools. To many teachers of English I have pointed out the value of learning good poetry by heart. It is not for the purpose of training the memory that poetry should be learned, nor to meet the demands of a written examination. The main purpose should be to store the memory with the noble thoughts and sentiments of the greatest writers. There will come a time in the lives of all when the

recollection of some fine sentiment or sublime thought, expressed in compact and beautiful form, and laid away during youth in the treasure-house of the memory, will be worth much more than all the labour that fixed it there imperishably. The lines may flash up on a public platform, in the give-and-take of social converse, in the writing of a letter, article or speech, or in some hour of distress or disappointment when this rare form of solace may be incalculably precious. I do not advocate the committing to memory of long passages: rather the learning of single lines and brief excerpts from all the masters of song. I have in my mind a collection of brief passages which a certain English teacher asked his pupils to learn between January and June. These passages ranged from one line to twelve, in sentiment both grave and gay, and every passage was worthy of permanent possession in the memory of every pupil. Brief quotations from the Bible and from the great masterpieces of English prose should also be systematically memorized.

### **Commercial Classes**

By the Statute Law Amendment Act of March, 1911, it became necessary for all High Schools in which a Commercial Department was established to appoint a Committee of Management of eight persons, such committee to be known as "The Advisory Commercial Committee." During the year I found commercial classes in eleven schools of my inspectorate, but eight of these eleven schools had failed to comply with the demands of the Law. In every case, however, immediately after my visit the required committees were appointed by the Boards. It would be expedient now to require from the Boards a special report on the work accomplished by each of these Advisory Commercial Committees appointed last year.

In one of our largest schools, the Hamilton Collegiate Institute, I found no Commercial Classes established, and this situation has existed there for many years. I called the attention of the Chairman of the Board to the strange anomaly, and later, I believe, the advisability of establishing commercial classes in the Collegiate Institute was considered by a committee of the Board, with what result I do not know.

### **Middle School Drawing**

Only two schools in my inspectorate, the Brantford Collegiate Institute and the Hamilton Collegiate Institute, had last year organized classes in Middle School Art. A good beginning was made in both schools.

### **Night High Schools**

I found Night High Schools in successful operation in London Collegiate Institute and Hamilton Collegiate Institute. In Hamilton, indeed, full courses for matriculation were pursued in the Matriculation Night School. I have already fully reported to you regarding the work done in these two Night Schools.

### **Physical Exercises in Orangeville High School**

During my last visit to Orangeville High School I was very much impressed by the excellent system of Physical Exercises practised there. In the re-construction of the school building a spacious gymnasium had been built the year before, and at the time of my last visit the new gymnasium had been in regular use for about a year. It appeared to me that this year of regular exercise had made a marked improvement in the physique of the pupils, and some comments which I made to the Principal drew from him so enthusiastic an appreciation of the value of



calisthenics and gymnastics that I asked him to send in for you a special report. This report of Principal Steele, ex-president of the Ontario Educational Association, should have much weight with those who favour Spencer's dictum, now discredited, of fifty years ago: "Formal exercises can never supply the place of the exercises prompted by nature."

Here follows Mr. Steele's summary of benefits and observations thereon: "*Benefits.*—(1) Improved health of pupils, (2) improved physique, (3) improved breathing, (4) improved carriage and movement, (5) better order during school hours, (6) greater *esprit de corps*."

(1) "There has been marked improvement in the health of the pupils. The regularity of attendance shows this. Colds, headaches, indigestion, and other student ailments of which I used to hear so much, are almost non-existent. Pupils who formerly wished to be excused from taking physical instruction on account of having had appendicitis, or of having been threatened with it, are now as eager as the rest to take the exercises. In no case have the consequences been injurious. Violent exercises cause injury, but the course prescribed avoids all violent movement. Some months ago I told you that I noticed marked improvement in the health and physique of several somewhat delicate pupils. I am glad to say that now I notice still further improvement."

(2) "Round shoulders, uneven shoulders, narrow chests, drooping heads, form too frequently part of the schoolroom harvest. I have seen enough during the last few months to convince me that all these deformities may be, in a marked degree, remedied by a faithful performance of the physical exercises in the course prescribed for our schools. I wonder if the Education Department has any idea of the injury done to girls by causing them to carry to school an armful of heavy text-books. Girls carry their books on their left arms, and I have frequently drawn the attention of members of my staff to the harmful effect—lowered left shoulders and curved spines. This intensifies the injury that constant sitting at desks tends to cause. If for no other reason, a course in physical exercises that would counteract this harmful influence would be warranted. The Department, also, should not ask lower school pupils to carry heavy books that contain material covering the greater part of the High School course—such as the French Grammar, the Latin Grammar and Reader, etc."

(3) "We are becoming a race of mouth-breathers instead of nose-breathers; hence the prevalence of swollen tonsils, adenoids, catarrhs, etc. The course in physical exercises, if carefully followed, will soon correct this fault. The ascent near our High School tests the breathing of the pupils. Many a time I have noticed that fully fifty per cent. of the pupils would keep their mouths open to get breath while climbing this hill. I have frequently told them that they should be careful to breathe through the nose; but it requires the training of the gymnasium to correct faulty breathing. An ounce of practice in the gymnasium is worth a pound of advice in the class-room."

(4) "It is important to train pupils to carry themselves well, to keep their heads up, to put spring into their walk, and to put grace into every movement. A thorough course in physical training makes the body the obedient, ready, active and efficient servant of the mind. It does more. It demands concentration of mind, quick decision, and immediate obedience."

(5) "Physical training helps to correct the restlessness, inattention, and weariness, so often seen in the class-room; and this improves the order. Impure air and lack of proper exercise by the pupils are accountable for much of the disorder complained of in schools. The remedy is better air, more exercise, and less scolding."



(6) "The associating of pupils in pleasurable, healthful, invigorating exercises, does much to cultivate *esprit de corps* among them. The community interest needs cultivation.

"These few remarks are not the result of reading works on physical culture, as I have read none. They are the outcome of observations made in my own school. I must say candidly that I was at first somewhat prejudiced against the physical culture course, but a few months' experience has shown me the inestimable benefit to be derived, and I am now advocating the advisability of having a physical instructor for our town, whose whole time will be devoted to the physical instruction of the pupils of both the Public and the High School. I think the extra cost trifling when the great benefit to be derived is considered.

*One or Two Remarks More.*—Costly apparatus is not essential. Much of the benefit I have drawn attention to results from exercises that require no apparatus. While a gymnasium is a decided advantage, many of the most health-producing and invigorating exercises can be performed in an ordinary school-room, if the space devoted to the aisles were enlarged somewhat. What is needed especially is thoroughly-trained, capable, enthusiastic instructors. Instruction should be given for a short time each school day, not for a longer time two or three times a week. Pupils have no more a camel's stomach for physical than for intellectual food. To vary the merchant's advertising phrase, they need small doses and quick returns."

#### Notes from the Reports of a former Inspector

The usual way of showing the remarkable development which has been effected in our Ontario educational system is to sketch chronologically the reforms achieved during a considerable period. A deeper impression can be made by means of a contrast between the present and a somewhat remote past. In rummaging among an accumulation of old books and papers the other day I found a little booklet issued a quarter of a century ago by the High School Masters of the time. It contains interesting extracts from the four Annual Reports of High School Inspector Mackenzie for the years 1868-69-70-71. As these four years happen to be the very years in which I was a High School pupil I may be pardoned if I now propose to make some brief running comments on illuminating sentences from these Reports of forty years ago. Mr. Mackenzie's experiences should prove vastly entertaining to the teachers of to-day.

(From the Report of 1868).—Under the head of "Discipline" he says: "In answer to my inquiries with reference to discipline, only two cases of special severity in the infliction of corporal punishment were reported to me, and very few suspensions."—The High School Inspectors of the present day neither inquire about nor are disposed to listen to details regarding school discipline. It is true that during the past year an old-fashioned disciplinarian flogged a pupil in his private room in the Inspector's presence, presumably to impress the Inspector rather than to reform the boy, whose offence, indeed, appeared to be somewhat venial.

Under the head of *Courses of Instruction* Mr. Mackenzie expresses the view prevalent in those days: "The Grammar Schools ought to be nurseries of the Universities." In showing that many of the schools were not such he sketches the effects of compulsory Latin. "The classical part of the course is thoroughly unpopular. The pupils evince no taste for the study, going about it with a listless and reluctant spirit, regarding it, in short, as so much of slave-labour." It would be very difficult to find such an attitude towards Latin in any of even our smallest High Schools of the present day. Excellent text-books and well-qualified teachers have changed all that.

Under the head of *Natural Science* he says: "Men are becoming more and more persuaded every day that instruction in Natural Science should form an element in every system of liberal education. This is not merely a popular predilection arising from the practical character of such instruction, closely connected as it is with the duties and employments of life, and the requirements of modern civilization. Some, indeed, may press the introduction of Science into education, solely on the ground of its utility; but there are others who appreciate its value as a means of mental culture, and question the wisdom of relying, for the cultivation of the mind, upon literary training alone." If Mr. Mackenzie could look into our High Schools now he would behold what a revolution has been wrought in the matter of the teaching of Natural Science. He would find in nearly every school a well-equipped laboratory, and in many of the larger schools from two to five laboratories furnished with the very best modern equipment, the classes taught by well-paid specialists.

Under the head of *Examinations for Admission* I find this record: "If the standard in English Grammar be not raised, I fear that many of our High Schools will be high in name only." In the days of Mackenzie the sole standard of admission was the ability of the candidate to parse orally for the Inspector all the words in a short English sentence. I well remember the sentence which gave me admission to the Newmarket High School in 1868—"The ship sails slowly over the sea." That it was and nothing more.

In those primitive times English literature had no recognized place on the High School programme, excepting the use of a poem as a basis for parsing or the derivation of words. Mackenzie's aspirations for better things are thus voiced: "Our High Schools, it seems to me, should aim at conducting their senior pupils along the higher walks of English Literature, training them to observe the beauties of our best authors; and enough should be read to excite a relish for what is true and pure and elevating in literature, with an utter distaste for, and an instinctive recoiling from, the wretched stuff in the shape of ten cent novels and other trashy publications, silly and trifling at the best, which are widely circulated throughout the Province."

Even forty years ago educationists found it necessary to protest against a narrow and illiberal scheme of education. "I trust," says Mackenzie, "that the utilitarian bias of the age will not lead us to forget that, while education should unquestionably be practical, there is much in education of immense value, though that value cannot be expressed in dollars and cents; that mental culture increases intellectual power; and that there are faculties of the mind which He who gave them would have us cultivate, for the improvement of the man, even though they do not directly minister to the necessities of life."

*From the Report of 1869.*—A minute of Council is recorded relative to the admission of girls, for in this year girls were first admitted to High Schools on the same footing as boys. Mackenzie was somewhat conservative in his attitude towards this innovation. He deplored the influence that this new Regulation had exerted in the education of girls. He refers to the unhappy girl-conscripts who were pressed into the use of the Introductory Latin Book. On a later occasion Inspector Mackenzie expresses his pleasure at "the growing taste among High School girls for French, a graceful and elegant language, so peculiarly a woman's study and accomplishment." We have marched many leagues since Mackenzie's day.

That is a striking paragraph in which the hard-worked official bemoans the onerous nature of his duties, but pays a tribute to the Head Masters who worked jointly with him for the good of the schools: "That there are some men among



the 101 Head Masters of our Grammar Schools who may meet the Inspector at his official visit with that courtesy which I have not failed to receive in a single instance, but would much prefer, notwithstanding, being left to themselves, I cannot deny; but of this I am firmly persuaded, that a large proportion of our masters desire nothing more earnestly than that the system of inspection should be the most efficient they can have, as well as that the reports sent in to the Department by the Inspector might be made to tell with direct and decided effect on their own reasonable hopes of advancement, and on the prosperity of the schools. These men feel that they are doing their work honestly and well, and what they particularly desire is, that their work, in its every branch, may be thoroughly inspected by a man able to judge it, and disposed to do them justice; so that, far from shrinking from government inspection, they cordially invite it, and are glad to have it as comprehensive and as searching as it can be rendered. But one inspector, from whom two visits each year are exacted, cannot do justice to 101 schools; no matter how vigorously a man may throw his energies into the work, such inspection cannot be efficient."

One is inclined to rub his eyes when he sees Mackenzie's classification of the High Schools of forty years ago. He divides all the High Schools into six classes according to the number of pupils. I find in the third class the following schools: Goderich, Trenton, Newmarket, Streetsville, Brantford, and L'Original. What would Goderich and Brantford say to-day to this classification and grouping. As for L'Original it ceased to be a High School soon after. In his sixth or lowest class, lowest in point of numbers, he reports Metcalfe, Milton, Elora, Fergus, Cornwall, Collingwood. To-day the last two schools are among the best in the Province, and the first two ceased to be High Schools within ten years of that report. The present inspectors derive not a little satisfaction from the following reflections of their predecessor of old days: "The Inspector may well seem, at times, to have a morbid appetite for the evil, and to close his eyes to the good. He cherishes, however, the hope that the introduction of a better system will place the Inspector in a more pleasant position, giving him less of fault-finding, and more of evidence to sustain the Roman orator's eulogy of the high and holy work of training the youthful mind." When the teacher of the present day feels, like Cassius, that "all his faults are observed, set in a note-book, learned, and conned by rote," when he is worried and harassed by the inspectors, let him remember that it is an old story in this Province, at least forty years old.

*From the Report of 1870.*—The principal feature of this Report is Mackenzie's reference to the place of the English language and Literature on the new Programme. "After its experience of compulsory Latin and neglected English, the country will be well pleased to find, at the very head of the programme, the culture of the Mother-tongue. For ages, our language, with all its beauty and strength; our literature, with its unsurpassed wealth of intellectual treasure, were made to move in the train of classical learning, like some wretched captive, much in the style of the old Roman triumph."

*From the Report of 1871.*—I have space for only two short extracts from this Report. The first refers to the dropping of compulsory Latin: "The heavy yoke of compulsory Latin having been taken from the necks of our youthful population, on the memorable 15th of February, 1871, there was, of course, a numerous exodus from the region of Classics, the girls especially effecting a speedy migration into the more congenial English sphere." The final reference to these old reports of this educational pioneer concerns the new entrance examination. A Board of Examiners was attached to each school, whose admissions were made



final on approval by the Inspector. Mackenzie reported that the system worked irregularly, so great was the disparity between the different sets of questions put by different examining Boards. He proposed a new system of the same examination for all candidates, subject to the indispensable safeguard of revision by the Inspectors. (This year a second Inspector had been appointed.)

It is hoped that the resurrecting of these ancient records by one who well remembers the visits of Inspector Mackenzie may be edifying to those who may have access to this Report.

I have the honour to be, Sir, your obedient servant,

J. E. WETHERELL.

TORONTO, December, 1912.

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## II. REPORT OF INSPECTOR SPOTTON

To the HONOURABLE R. A. PYNE, M.D., LL.D.,  
*Minister of Education for Ontario.*

SIR,—I have the honour to report as follows upon my work as High School Inspector, for the Academic year 1911-1912.

During this year I visited the Collegiate Institutes at Clinton, Cobourg, Fort William, Goderich, Napanee, Niagara Falls, Orillia, Owen Sound, Peterborough, Picton, Port Arthur, and Seaforth, 12 in all, and the High Schools at Arthur, Beamsville, Belleville, Bowmanville, Brampton, Caledonia, Cayuga, Chesley, Deseronto, Dundas, Dunnville, Elora, Fergus, Georgetown, Hagersville, Harrison, Kenora, Kincardine, Listowel, Mitchell, Mount Forest, Newcastle, Niagara, Niagara Falls South, Oakville, Oshawa, Port Dover, Port Elgin, Port Hope, Richmond Hill, Sault Ste. Marie, Smithville, Streetsville, Thorold, Trenton, Walkerton, Welland, Wiarton, Whitby and Wingham, 40 in all, making a total of 52 schools.

In my report for the previous year I fully discussed the general situation so far as these schools are concerned. The situation is practically unchanged in most respects, and my report for this year will, therefore, necessarily be somewhat brief.

### Accommodations

*Buildings.*—Of the 52 school buildings inspected I have graded 32 as first-class, 13 as second-class, and 7 as either third or fourth. The poorer buildings are, as a rule, those which are shared with the Public School. The present Regulations permit only High Schools of two or three masters to share accommodations in this way. There are still, however, a few cases where four-master schools occupy a building jointly with the Public School. The results are not satisfactory, and the general tendency is to provide separate accommodations even for the smaller schools. Plans for providing new buildings, or enlarging and otherwise improving existing structures, are under way at Fort William, Goderich, Beamsville, Belleville, Hagersville, Kenora, Mitchell, Port Dover and Welland. It is not yet quite certain, however, that the improvements contemplated by the Boards will in all these cases be endorsed by the municipalities concerned.

*Grounds.*—The grounds attached to 21 of the school buildings are ranked as first class, 14 as second class, and 17 of lower standing. The causes of the lower grading are, as stated in my last report, failure to separate the High School grounds from those of the Public School, too limited playground area, or general neglect in the matter of caretaking.

*Ventilation.*—Very little has been done during the year towards improving the conditions regarding ventilation. In only 21 of the 52 schools can the arrangements be considered as entirely satisfactory. In 16 cases I have graded them as second class, and in fifteen others as either third or fourth class. In the older buildings, where, at the time of construction, the matter of ventilation was apparently considered as of little or no importance, it is now found difficult, if not impossible, to remedy the defect in any adequate manner, and the opening of windows, and consequent creating of dangerous draughts, still goes on as the only effective way of admitting fresh air into the class-rooms.

*Gymnasia.*—Notwithstanding the Departmental warning to the Collegiate Institutes that their gymnasia should be put into satisfactory condition by the beginning of the year 1911-12, several of the schools, for one cause or another, had not complied within the prescribed time. Definite promises of early action on the part of the Boards interested were, however, obtained in nearly every case, and the presumption is that all cause of complaint, so far as the gymnasia are concerned, will disappear this year. In this connection, it is worthy of note that since last report an excellent gymnasium of moderate size has, through local enterprise, been erected on the grounds of the High School at Niagara-on-the-Lake, and, though not exclusively for the use of the High School pupils, it is nevertheless a great boon to the school, and the work in physical culture there has received a decided impetus in consequence. It is, I think, much to be desired that more of the High Schools should be encouraged to provide gymnasia, even though Collegiate Institute standing may not be immediately in view.

### Physical Culture

I am glad to be able this year to make a more encouraging report upon the provision for physical culture in the High Schools than was possible a year ago. The situation then was that more than half of the High Schools proper in my district had practically no provision. This year all but seven recognize the importance of the work, and are making the best of the conditions, not always satisfactory, with which they have to deal. In the Collegiate Institutes, where there are gymnasia and assembly rooms, very little fault has to be found, though I must once more put myself on record as strongly favouring the appointment of specially qualified instructors for this work, as for other subjects on the curriculum. A recent visit to some of the best schools in the United States, where I had an opportunity of noting the importance attached to the work in physical culture for both boys and girls, and the effective manner in which the work is carried on by special instructors who give up their whole time to this branch of education, has only served to confirm the opinion I had already formed from comparisons I have been able to make while observing the classes in our own schools. Of course every High School cannot have such an instructor as I have in mind, but it seems to me to be quite possible for the larger schools in the cities to secure the services of thoroughly competent physical trainers.



### Pupils' Exhibits

Speaking generally, the exhibits in book-keeping, art, and science continue to be creditable, and in particular cases very highly so. As might be expected, very much depends upon the experience of the instructors. In this connection it may be noted that the formation of school museums goes on more slowly than could be desired. Still, progress is being made, and the additions during the year, while not extensive, have been of a satisfactory character so far as they go. Material to the value of \$578 has been purchased by 25 schools, an average of \$23 to a school.

### Reading and Spelling

As in former years, special attention has been given to testing the pupils in the important subjects of reading and spelling. This year I examined 2,026 pupils of Lower School standing in reading, and of these I estimate 47 per cent. as good, 45 per cent. as fair, and 8 per cent. as poor. The corresponding figures for last year were 44, 43, and 13. The record for the current year indicates therefore some improvement.

The tests in spelling were not confined to the Lower School. I examined 3,021 pupils in this subject, and estimate 35 per cent. as good, 37 per cent. as fair, and 28 per cent. as poor or bad. The corresponding figures for last year were 30, 38, and 32. Here also some improvement is indicated.

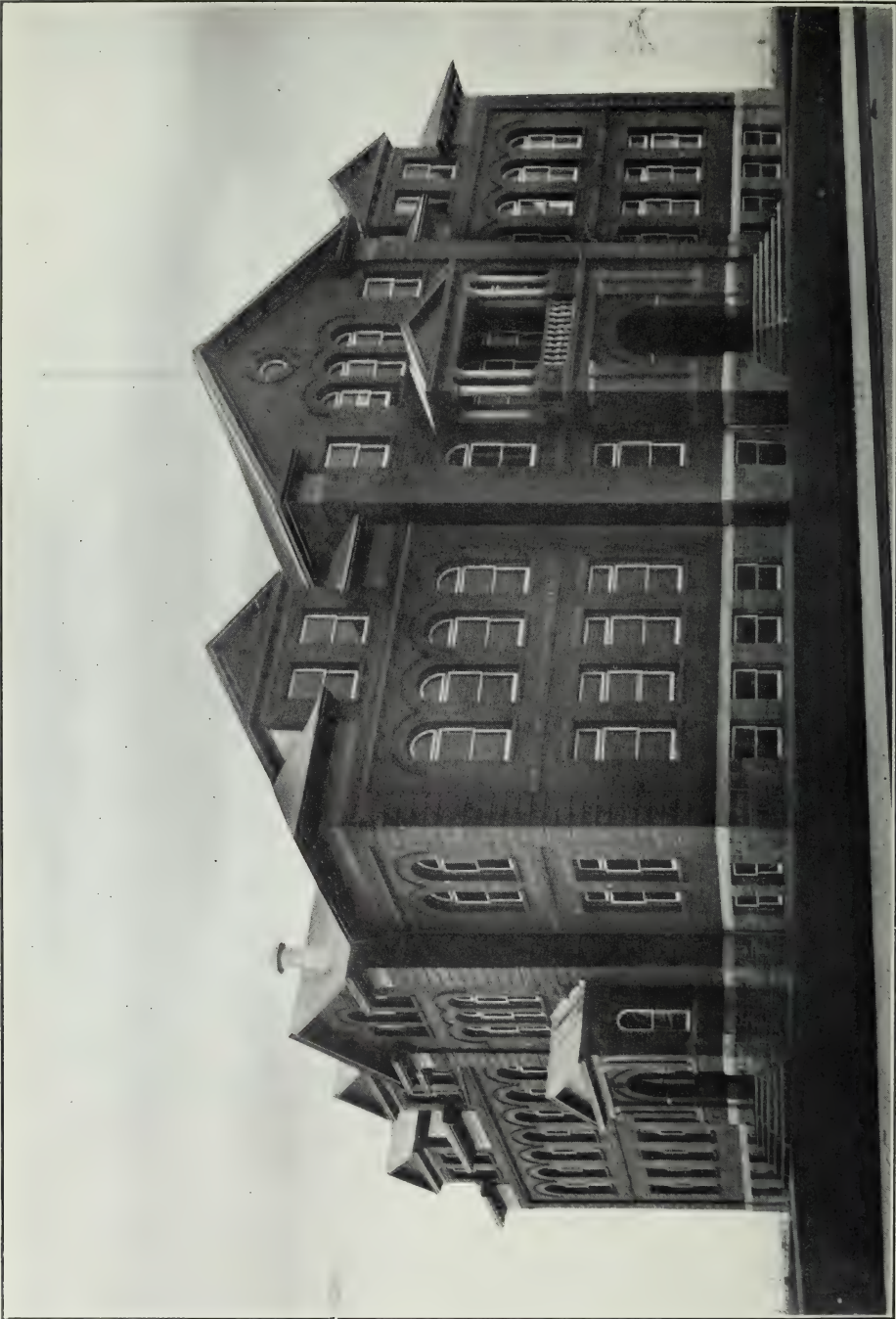
### Examination Standards

It will not be out of place here to note some tendencies in the schools following upon changes in the Regulations relating to examinations and examination standards. The certificate of the High School Principal is no longer accepted for the Lower School work in the case of Normal Entrance candidates, whether the school is approved or not. All such candidates must now pass an examination at the end of the Lower School course. The first of these examinations was held at the close of the school year in 1912. As might be expected, a considerable amount of anxiety was felt in the schools as to the outcome, and in many cases additional classes were held in order to ensure a more or less complete review of the examination subjects. The renewal of this examination, taken in connection with the recent raising of the standard for Junior Matriculation, will probably result, in most if not all schools, in the subdivision of the Middle School into a junior and a senior section, thus making the Matriculation, as well as the Normal Entrance, course one of four years, and taxing the resources of the two and three master schools to their utmost. These schools cannot and should not undertake Upper School work, and it is questionable whether, under the new conditions, some even of the four master schools would not find themselves bearing too great a burden in attempting anything beyond the work of the Middle School. This being so, it will be evident that a most serious situation would be created if the proposition to substitute Senior Matriculation for the present examination for admission to the universities were adopted. Preparation for this examination would be beyond the capacity of a large number of the High Schools, to say nothing of the Continuation Schools, and it would be necessary for the candidates, on completing the Middle School stage, to leave their home schools and finish their work of preparation in larger and better equipped schools elsewhere. In other words, the smaller High Schools would become preparatory schools for the larger ones. The effect upon the *morale* of these small schools need not be dwelt upon. My own strong feeling is that to still further increase the Matriculation standards before time has been allowed to judge of the results of the increase already made would be a mistaken policy.

I am, sir, your obedient servant,

H. B. SPOTTON.





Collegiate Institute, Smith's Falls

## III.—REPORT OF INSPECTOR HOUSTON

*The Honourable R. A. PYNE, M.D., LL.D.,*

*Minister of Education for Ontario.*

SIR,—I beg to submit for your consideration a brief report on the condition of the Schools which have been under my supervision during the school year 1911-12.

I have the honour to remain, Sir,

Your obedient servant,

Toronto, December 30th, 1912.

J. A. HOUSTON.

During the academic year 1911-12 I had the pleasure of inspecting for the second time the Collegiate Institutes at Brockville, Guelph, Kingston, Lindsay, Morrisburgh, Ottawa, Perth, Renfrew, Parkdale (Toronto), Harbord (Toronto), Jarvis (Toronto), Humberside (Toronto), and Vankleek Hill, 13 in all, and the High Schools at Alexandria, Almonte, Arnprior, Athens, Brighton, Campbellford, Carleton Place, Colborne, Cornwall, Gananoque, Hawkesbury, Iroquois, Kemptville, Madoc, Markham, Newburgh, Norwood, Omemee, Paris, Pembroke, Prescott, Plantagenet, Port Perry, Rockland, Aurora, Newmarket, Gravenhurst, Simcoe, Port Rowan, Smith's Falls, Stirling, Sydenham, Malvern (Toronto), Oakwood (Toronto), Riverdale (Toronto), North Toronto, Uxbridge and Williamstown, 38 in all, making a total of 51 schools.

## Accommodations

Very few changes of importance have been made during the past year. No new buildings have been erected, but the Boards have shown an earnest desire to meet the requirements as far as possible, and many minor improvements have been made which tend to produce conditions more comfortable or more convenient for both teachers and pupils. There are now only four or five of the fifty-one schools above mentioned which have not made fair provision for the wants of their pupils.

The following table shows the grading of the various items under the heading of accommodation for the past year. As the school in North Toronto is at present occupying temporary quarters it has not been included.

1911-1912	Number of Schools Grade I	Number of Schools Grade II	Number of Schools Grade III	Number of Schools Grade IV	Number of Schools No Grade
Closets .....	30	8	9	3	.....
Water supply .....	26	10	12	1	1
Grounds .....	18	20	6	4	2
Buildings .....	30	15	3	2	.....
Class rooms .....	20	27	3	.....	.....
Halls .....	27	13	6	4	.....
Waiting rooms .....	7	6	8	3	26
Cap rooms .....	29	9	2	1	9
Teachers' rooms .....	36	5	1	.....	8
Desks .....	33	15	2	.....	.....
Blackboards .....	40	9	1	.....	.....
Lighting .....	13	29	8	.....	.....
Heating .....	40	7	1	2	.....
Ventilation .....	21	15	7	4	3
Gymnasium .....	2	9	2	.....	37

### Physical Culture

The physical training of the pupils is gradually receiving the attention it deserves, and teachers and parents are beginning to realize its importance as a factor in producing the fully trained man or woman. Progress, however, is slow in this direction, and much remains to be done in the way of providing equipment, such as wands and dumb bells, which can be used to advantage in the regular class-rooms.

In eleven of the fifty-one schools on my list, the provision made for the training of the pupils was excellent, and regular work was carried on all through the year in the gymnasias and assembly rooms under skilled and competent teachers. The exercises given to the girls were especially good and appeared to be thoroughly enjoyed by both instructors and instructed.

In five schools the work was graded as good considering the conditions under which it was carried on, while in fifteen there was fair provision made and work of some kind was done throughout the year.

In thirteen schools physical exercises were taken up during good weather and dropped during the winter months, or else were carried on somewhat spasmodically without really occupying any regular place on the time-table. The results in such cases could not be satisfactory, though credit should be given for recognition of the importance and necessity of exercises of some kind.

In seven schools no physical exercises of any kind were attempted.

### Mathematics, etc.

The teaching in mathematics is generally satisfactory. As the course does not change from year to year the work can be thoroughly systematized. More attention might well be paid in the first year to quickness and accuracy of operation. I have seen but little definite work along this line during my visits. The first year course in Arithmetic should be such as would give the pupil a working knowledge of all ordinary business transactions. It should be thoroughly practical with only theory enough to give an intelligent idea of the principles involved. It should cover the elements of every section of the course, and be such as would serve as a foundation upon which to build more intensive work in the second year. To put the idea in another form, it should be the whole public school course thoroughly reviewed and emphasized. Such a course, combined with systematic training in rapid calculation, would give to the pupil who could spend only one year in the secondary school all the working knowledge of figures necessary to carry on any of the ordinary lines of business, and would be much more useful than the ability to solve arithmetical conundrums which have no interest outside the class-room.

Results in Art continue to improve and much excellent work is shown. The teachers are becoming more acquainted with what the course demands. In a number of the schools the subject is carried on in the Third Form in order that candidates for the Normal Entrance Examination may be able to take advantage of the regulation which provides for Art being taken as a bonus subject.

I cannot say much about improvement in Writing and Spelling, as my records for the past year show no marked advance on those of the year before. The responsibility for these subjects rests on each member of the staff rather than on the individual teachers who have charge of them. A united effort on the part of all the teachers would soon produce a marked change for the better.



In Elementary Biology a difficulty has arisen owing to the earlier date at which the midsummer examinations are now held. The spring term has been considerably shortened and there is scarcely time to cover satisfactorily the course laid down and also give the opportunity for that review which is necessary. This is a serious handicap in the case of those schools which are situated in the more northern parts of the province, where winter lingers in the lap of May, and material for laboratory work is difficult to secure until comparatively late in the season.

### Overcrowded Classes

A serious difficulty which many High School Boards have had to face is the providing of sufficient class room accommodation for the pupils attending their school. Congestion of attendance is generally caused by the presence of pupils from outside the municipality in which the High School building is situated. Outside municipalities are required to pay only a percentage of the cost of maintenance and nothing whatever towards providing the accommodation. The School Board is called upon to provide more class rooms and larger teaching power because of the influx of outside pupils. One of two courses is open to the High School Board, (1) to erect more buildings to accommodate these outside pupils, or, (2) to reduce the attendance to the normal by refusing to admit them. The ratepayers often make very serious objection to adopting the first of these courses as they fail to see why they should be called upon to build and support schools to educate those who have no claim upon them, and one can see reason in their objection. The second course can be adopted only by cities and towns which are separated from the county. In the case of what are known as County High Schools the Board cannot refuse admission to county pupils, and yet this Board have no legal claim on the county for assistance in erecting the buildings required; they cannot even claim the full cost of maintenance. A few of the County Councils, I am told, are making special grants, but the majority pay only what the law demands.

### Lower School Examination

The establishment of a regular departmental examination in the lower school subjects has been heartily welcomed by the teachers, as well as by the general public, as changing what was felt, rightly or wrongly, to be an unfair method of dealing with defects in organization or equipment. Under the former scheme of approved schools the pupils suffered a double penalty for what was no fault of theirs, now the responsibility is placed where it belongs, on the Board of Education, whose duty it is to see that everything is provided that is necessary for properly carrying on the work of the school.

In connection with the lower school work I find a strong tendency to carry on many of the subjects for a longer time than is necessary. Teachers seem to have a horror of dropping even for a time any subject upon which an examination is to be held. One would imagine they expected the pupils to proceed at once to forget everything they had ever learned. As a matter of fact, it is often a relief to pupils to drop a subject for a time. They come back to it with fresh interest and vigour, as well as with more matured and experienced minds. The study of Bookkeeping will illustrate my point. The work in this subject can be easily done in one year. Instead of leaving the subject till the second or third year, or carrying it on through two or three years, it should be well done in the first year and then dropped. A few weeks' review would place the pupil in a better

condition for an examination than would the attempt to carry on the subject through the second year at possibly one lesson a week.

Pupils are often burdened with a multiplicity of subjects when a judicious system of re-arrangement might give relief. I have in mind a case where the pupils of the middle school, none of whom had passed the lower school examination, were required to carry on all their middle school subjects, some nine in number, and all the subjects of the lower school as well, because, forsooth, they had to be examined in them. Could anything be imagined more absurd or more unfair to the pupil? What I said in my report a few years ago still holds good, that the actual class work in the schools is dominated too much by the question of the examinations. If the sole aim of teachers and pupils was to master the subjects studied, there would be no necessity for worrying about examinations.

### Work in Languages

The oral reading of French and German and even of Latin still leaves much to be desired. Lack of practice is largely the cause; because it does not count in examination, it is neglected. Constant changing of teachers is another cause, as no one teacher is directly responsible. The reading of French and German should receive particular attention during the first two years; there would be no trouble after that. To secure satisfactory results requires time and watchfulness, infinite patience and unfailing good humour. After a passage has been read and translated it should be worked over in questions and answers, such questions being first used as may be answered by the pupils in the words of the text. From these the teacher may proceed gradually to questions whose answers will require a freer use of the text. In my opinion there is at present too much written work on the board or in exercise books, and not enough oral work in class. By all means have the work written in the books as a preparation, but when that has been done, discard the books and test the work orally in class. The results would be infinitely more satisfactory.

### Study Periods

I am each year becoming more firmly convinced that as teachers we are working with our pupils too much, constantly and needlessly guiding and directing them, anticipating difficulties and making the way smooth for them, endeavouring to make a royal road to learning. The result is, they lose independence and initiative, they wait to be helped, they are afraid of hard questions, they have no desire to attempt things for themselves. We have too much of instruction and not enough of education. The ideal system should produce strong, independent, self-reliant thinkers, able to face and cope with difficulties whenever and wherever they may be encountered. The pupil who has been given time to think for himself and has learned to depend upon himself will make more real progress in six months than the pampered, spoon-fed pupil will make in a year, and will have in addition the joy of achievement, of which the other knows nothing and cares less. I would plead for more study periods during the day and fewer lessons to prepare at home. Every pupil should have part of his time in school for quiet study, learning how to use his text-books and the powers which God has given him. This study period could be used by the teacher in individual work with those pupils who require special assistance, not in doing their work for them, but in finding out their particular difficulty and leading them to see how it may

be overcome. Sometimes a single question or suggestion is sufficient. It is a sound principle never to do for a pupil what he can be taught to do for himself. It is the teacher's duty to show the pupil how to use the tools with which he has to work, not to use them for him.

The average school day is divided into nine or ten lesson periods; the average pupils has nine or ten lessons to prepare each day. *When* all this preparation is expected to be done is a mystery; *how* it is often done is well known to most teachers. Of the ten spaces I would give at least three for school study periods, and I claim that just as much progress would be made each year as under the present system, with a good deal less friction and heart-burning and with a good deal more benefit to the pupils. Let me give a concrete illustration. It is quite usual to find four lessons a week given to middle or to upper school Algebra. Why not let the pupils have two of these periods to work at the subject by themselves? The other two are quite sufficient for all the class instruction necessary on the part of the teacher. These two study periods could be profitably spent by the teacher, as I have already indicated, in individual work with the backward pupil, and the progress of the class would not be interfered with. Many a half hour is wasted by the majority of a class in listening to the teacher working with a backward or inattentive pupil over some point which could be better handled with the pupil alone.

The same principle could be applied to a greater or lesser extent in subjects other than mathematics, and its application would remove a burden from both teachers and pupils. There would no longer be reason for the accusation that our pupils are overcrowded with studies; the pupils would have the joy of doing and knowing how to do for themselves; they would have the opportunity of learning how to use their text-books for knowledge, for reference, for review; they would feel themselves growing in power and independence; the hours spent in school would become the happiest hours of the twenty-four.

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## APPENDIX K

## REPORTS OF THE INSPECTORS OF CONTINUATION SCHOOLS

## I. REPORT OF INSPECTOR WAUGH

TO THE HONOURABLE R. A. PYNE, M.D., LL.D.,  
*Minister of Education for Ontario.*

SIR,—I beg to submit for your consideration the following brief report on the Continuation Schools under my supervision for the year 1911-12.

I have the honour to be,

Sir,

Your obedient servant,

JOHN WAUGH.

TORONTO, December, 1912.

Prior to September, 1911, there were in actual operation in the southern and western part of the Province, since then under my supervision, five Continuation Schools of Grade A, 35 of Grade B, and 22 of Grade C, with a total of 107 teachers giving their whole time to the work. Three of the schools of Grade C have since been raised to Grade B. These schools are at Ridgeway, Wroxeter and Teeswater. Several schools of Grade C utilize the services of the Senior Public School teacher as assistant, for a part of the time, when she possesses the requisite qualifications. Two new schools of Grade B have been founded, one at Chatsworth, the other at Elm-vale. Five new schools of Grade C have been opened at Merlin, Wheatly, Tara, Clif-ford, and Fingal. There are thus at present 119 teachers who give their whole time to the work of the Continuation School in this portion of the Province, together with a considerable number of Senior Public School assistants who give a part of their time to it. Of all these schools none have been closed or suspended in operation. It is gratifying to observe that it has been found necessary to qualify only five teachers by temporary certificate. These certificates have been issued in each case only to teachers of good scholarship and successful experience.

The only counties in which Continuation Schools have not yet been established are:—Norfolk, Lincoln, Wentworth, Perth, and Peel.

Perhaps in no one year since the inauguration of Continuation Schools have more buildings been erected than during the year that is past. Burlington, Clif-ford, Wallaceburg, Fingal and Hanover have all erected large, commodious and beautiful structures for the joint use of their Public and Continuation Schools. The schools at Burlington and Wallaceburg are models of all that is best in school architecture.

It is unfortunately true that very much remains to be done in the erection of new buildings and the repair of old ones. Many of the schools are very much cramped for space, and in the majority of cases the science laboratory occupies a part of the III Form class-room. In many cases the Continuation School is con-ducted in rooms of the Public Schools that have fallen into disuse through the

decay of population in certain of the rural districts. Much, too, remains to be done in the direction of enlarging and beautifying the school grounds. It is to be hoped that the various agencies in operation for giving and encouraging instruction in agriculture will have a salutary effect in emphasizing this need and in directing school authorities as to how it may best be met. In this connection it is encouraging to observe that the Continuation Schools at Belmont, Port Burwell, Alliston and Coldwater are giving attention to Agricultural education through the medium of School Gardens.

### **Support and Encouragement**

The Continuation Schools are welcomed as a means of bringing a secondary education within the reach of every child in the Province. They are welcomed also as a means of affording an effective preliminary training in Lower and Middle School work to those pupils who will complete their courses in the High Schools. Many of the larger High Schools and Collegiate Institutes are thus relieved of serious pressure in the Lower School, and the balance in numbers between the Upper and Lower School is preserved.

The commencement exercises and public meetings held this year at Coldwater, Burlington, Drayton, Creemore, Thornbury, Durham and other places have been a means of bringing the public into closer touch with the needs and aims of the schools and have given them an opportunity of better appreciating the value of these schools to the community.

In many of the counties, the county councils have come to the assistance of the small towns and villages where Continuation schools are established by generous contributions to their support. In some counties, the county councils give twice the equivalent of the Government Grant; in others 150 per cent. of it. Sometimes \$150 per school is granted; in other cases 10 per cent. of the certified salary list. In view of the great advantages these schools offer to the country child, it is surprising that not all the councils have as yet committed themselves to the principle of making substantial contributions to their support in addition to the equivalent to the legislative grant now required by law. The school boards are with scarcely an exception fully alive to the value of these schools and eager to secure for them every consideration and support from the ratepayers.

### **Obstacles and Discouragements**

The chief of these arises from the difficulty of retaining in the service of the Continuation School teachers of ability and experience. As soon as a teacher has proved his ability he is eagerly sought after by the High Schools and Collegiate Institutes, which are able to offer him a higher salary and in some cases a more agreeable environment. It is true, however, that, notwithstanding these inducements, there are many teachers in the Continuation Schools of wide experience and approved success. It is also true that if schools are manned in some cases by tyros they are tyros who recognize that they have their place yet to make in the ranks of their profession, and who are bent on securing that place by every resource at their command. They have also had the advantage of an extensive academic and professional training.

The extension of Continuation Schools is sometimes objected to on the ground that they diminish the efficiency of the High Schools by decreasing the number of pupils in attendance at them. This objection appears to be founded on a misunderstanding of the conditions. If a census were taken of the pupils at present

in attendance at the seven Continuation Schools which have come into operation since September 1st, 1911, it would be found that not 20 per cent. of the pupils at such schools had either been withdrawn from the High Schools or had ever purposed to attend them even if the Continuation Schools had not been opened, while at some of the newly-established centres in the more remote districts it is probable that not a single pupil has been withdrawn from the High Schools. It is forgotten, too, that as has been pointed out in section 2 above, the Continuation School constitutes a valuable source of supply for the Higher forms of the High Schools or Collegiate Institutes. In any case, it is scarcely good policy to allow 80 per cent. of the pupils who would never go to a High School to be deprived of the opportunity of receiving a secondary education in order to prevent the loss of some four or five pupils to a neighbouring High School.

Another objection sometimes made to the Continuation School is that with only two or at most three teachers it cannot be expected that the work of these schools can be as efficient as that of schools with larger staffs and better equipment. This argument leaves out of view several important factors: (1) The number in each class is so small that it gives the teacher an opportunity of coming into immediate personal and sympathetic contact with each of his pupils; (2) The pupils in these schools are removed from the excitements and social distractions of larger centres of population; (3) The pupils are at home, under parental care and guidance; (4) The studies are being prosecuted by the pupil still subject to home responsibilities, tasks, and duties.

The criticism is sometimes made that these schools pass very few candidates at the Departmental and other examinations. Leaving out of view the truth or falsity of the statement of fact, it is sufficient to reply that the Continuation Schools were not called into being with this particular end in view. Their sole object is to afford to the children in the rural and agricultural districts a competent education and one suited to their needs.

Where large schemes of improvement have been proposed, long standing village feuds, objections of those who having no children of their own are unwilling to provide educational facilities for others, petty rivalries between adjoining villages, jealousies between agricultural and village communities, have all made themselves felt as obstacles in the path of progress.

### Problems

The main problem as to the conduct of these schools is suggested above, in the phrase "suited to their needs." Can the course now offered by the Continuation School be modified by the introduction of practical courses in Agriculture and Homemaking so as to better suit the needs of the class of pupils which they propose to benefit, without unduly sacrificing valuable features of the present training they offer?

It is not proposed to attempt an answer here, but there is little doubt that the increased success and extension of these schools is closely bound up with a satisfactory solution of this problem.

### Suggestions

The following modifications in the Act are suggested: (1) That county councils be given power to set up Continuation School districts with such boundaries as these councils may determine, provided that no part of such districts be at present included in, or be a part of any existing High or Continuation School



District. The present restrictions upon the powers of the county councils sometimes prevent schools being founded where they are needed; and it is not beyond peradventure that these restrictions may sometimes compel the adoption of unsuitable centres for the establishment of these schools.

(2) That the Continuation Schools of Grades A and B be entitled to the same municipal grants for maintenance as High Schools, under sections 33 et seq. of the High Schools Act.

The only schools to which this part of the Act now applies are those established by county councils under Part II of the Continuation Schools Act.

(3) That the Principal of a Continuation School of Grade A or B shall be, *ex officio*, a member of the local High School Entrance Board.

It seems fitting at the close of this report to make acknowledgment of my lasting obligations to the Public School Inspectors, who have rendered me every assistance and offered me every kindness in their power, and to whose untiring efforts most of the considerable success and popularity of the Continuation School is due.

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## II. REPORT OF INSPECTOR MILLS

TO THE HONOURABLE R. A. PYNE, M.D., LL.D.,

*Minister of Education for Ontario.*

Sir,—I beg to submit for your consideration the following brief report on the Continuation Schools under my supervision for the year 1911-12.

I have the honour to be,

Sir,

Your obedient servant,

G. K. MILLS.

TORONTO, Dec. 30th, 1912.

That portion of the Province in my charge during the past year and a half may be termed the East and North, and includes all east of Toronto, north as far as New Liskeard, and west as far as Fort Frances and Keewatin. In this territory there are 68 Continuation Schools with 108 teachers. Of these 31 are schools with one teacher, 34 schools have two teachers, and 3 have three teachers. In the Districts alone there are 17 schools with 29 teachers. Of these Bracebridge and Parry Sound have three teachers each; Huntsville, Burk's Falls, New Liskeard, Thessalon, Bruce Mines, Gore Bay, Keewatin and Fort Frances have two teachers each; and Powassan, Webbwood, Blind River, Manitowaning, Little Current, Richard's Landing and Sturgeon Falls have each one teacher.

During the past year one school, Ashton, was closed, while new schools have been opened at Tamworth, Sturgeon Falls, Sutton West, and Wolfe Island, and the school at Vernon was reopened after being closed for a year and a half. In seven schools an additional teacher has been added. New and modern schools have been built at Tamworth, Eganville, Kars and North Gower, and preparations are being made for the erection of Continuation Schools apart from the Public Schools at Avonmore, New Liskeard, and Winchester.

### **Equipment and Accommodation**

In many cases Continuation Schools when first established are on trial, and their value to the community must be demonstrated before they receive the financial support necessary to provide suitable accommodation and equipment. For this reason many schools are yet lacking in this respect, although many are making satisfactory progress and others have provided accommodation and equipment that is very creditable. Progress in this respect usually depends on the disposition of the trustees towards education, and it is not yet impossible to meet a board of trustees, or members of a board, who seem to believe that their chief duty to the community is to keep down expenses. While this is true in some cases, the majority of school boards are deeply interested in the educational progress of the youth, and are quite ready to provide the best opportunity within their power. On the whole, satisfactory progress is being made in both these respects.

### **Salaries of Teachers**

In the past few years the salaries paid to teachers have risen rapidly, and where six years ago from six to nine hundred was the usual salary offered for principals of these schools it is now from nine to twelve hundred, and men with successful experience quite frequently receive from fourteen to sixteen hundred. One reason for this is the increased demand for capable teachers in High Schools and Collegiate Institutes. These schools are constantly taking away from the Continuation Schools those teachers who show marked ability and are willing to accept the position of assistant on the staffs of larger schools able to pay salaries that cannot be met by Continuation Schools.

### **Supply of Teachers and Length of Service**

The supply of teachers qualified for work in Continuation Schools is at least equal to the demand, and where adequate salaries are offered during the summer vacation there is little difficulty in obtaining satisfactory applicants. But because of the demand from larger secondary schools, the burden of the work in Continuation Schools, particularly in one-teacher schools, the opportunities of commercial life, and the fact that the large majority of the teachers in these schools, both as principals and assistants, are women, there is a constant changing of teachers that is the most discouraging feature of an inspector's work and the greatest cause of unsatisfactory progress in some schools. Frequently a school has a good teacher whose salary is comparatively small, but she is receiving all the board are willing to pay. The teacher receives a better offer and the board, thinking it an easy matter to replace her, allows her to go. The usual result is that the board has to be content with a much poorer teacher, or one without experience. In either case the pupils suffer and the community frequently becomes dissatisfied with the result of the work of the school. A good teacher is worth any salary that the community can pay, while a poor teacher is worth nothing.

### **District Continuation Schools**

Under Part II of the Continuation Schools Act, County Councils may set apart a township or part of a township not included in a High School district as a Rural Continuation School District, and a village with all or a portion of the surrounding township as an Urban Continuation School District. If this were generally taken advantage of schools could be established and maintained that would provide



an efficient education for the youth of villages and rural districts. An example of what may be done in this way is afforded in the township of Winchester, in the County of Dundas. This township has been divided into two Urban Continuation School Districts with schools in the villages of Winchester and Chesterville and one Rural Continuation School District with a school at Morewood. Very creditable schools have been erected at Morewood and Chesterville, and plans are being prepared for a six-roomed school at Winchester. Each of these schools has two teachers. The attendance is: Chesterville 70, Winchester 64, and Morewood 54, and the examination results will compare favourably with those of the best High Schools in the Province. There are, therefore, in this township 188 pupils receiving the benefits of a high school education, of whom probably not one quarter would have found their way to a High School under former conditions.

A Rural Continuation School District was formed last June in the County of Stormont, the whole of the township of Roxborough being formed by the Counties Council into a school district with the school located at Avonmore. Tenders have been accepted for the erection of a modern four-roomed school. A Union Continuation School has also been erected at Tamworth.

Where these districts have been formed for the maintenance of the school, or where the school is located in unincorporated centres in townships, the cost of maintenance is distributed over a comparatively large area and the additional cost to the ratepayers is very small. In fact, the legislative, county and township grants with the fees charged usually defray the cost of maintaining the school. Of these grants the ratepayers pay their share of the county and township grants, which is very small. But where the school is located in a small incorporated village the cost to the ratepayers is much larger, as it receives no township aid. This township aid is \$300.00 for one teacher and \$500.00 when two teachers are employed, and to raise \$500.00 will necessitate an additional tax of two and a half mills on an assessed value of \$200,000. While this is felt and is frequently complained of, the advantages afforded to the children of the village, rich and poor alike, greatly outweigh the additional tax. Such a school affords an opportunity and frequently the only opportunity for the children of many parents unable or unwilling to send their children away from home to attend a High School.

These schools not only provide an opportunity for the youth of the village, but they exert an influence on the surrounding rural schools by providing teachers who are accustomed to, and in sympathy with rural conditions. The success of the pupils who attend these schools stimulates the children in the rural schools to an effort to pass the Entrance examination and to spend some years in the neighbouring Continuation School.

### **The Future Outlook**

Because of the generous grants from the legislature, county, and township it is possible to maintain these schools in every township at a very small expense to the ratepayers, and the responsibility for refusing to take advantage of this opportunity for providing a secondary education lies with the parents, or in some cases with the local school authorities. Opposition to the trifling expense will gradually cease and the public will become eager to avail themselves of this opportunity to provide a school where the youth may receive an education at home at an age when they most require home influence.

It is true that these schools, which were at first intended to provide an education for a year or two in advance of the Entrance, have in every case developed into



small High Schools. The rapidity of their growth and the attendance at these schools prove conclusively that they supply a popular need. It is evident to any observer that the courses in Collegiate Institutes in cities and large towns are tending towards domestic economy and the mechanic arts, while those of the High Schools in smaller towns and villages will tend towards agriculture, manual training, and domestic economy. In all these schools due attention will continue to be given to the usual High School subjects of study, but school courses everywhere show a growing tendency towards meeting the needs of the daily life of the people. To prepare the youth to meet more successfully the demands of his daily life and to become a more efficient worker is a worthy aim for schools maintained at public expense. In a few years the present course will form only one department of school work, which will be regarded of no greater value or importance than the industrial departments. When this time comes these Continuation Schools will provide centres for an education and training in the occupations of the farm and the home, as well as in the subjects of the present school course.

#### Some Recommendations

1. Section 5, Subsections 2 and 4, Part II, Continuation Schools Act, should be modified so as to permit County Councils to include in an Urban or Rural Continuation School District any part or parts of adjoining townships.

2. Section 35 (2) of High Schools Act relating to the liability of adjacent counties for maintenance of pupils at High Schools should apply to Continuation Schools of Grades A and B.

3. Section 7, (4), Part II, Continuation Schools Act, should be made to apply to all Continuation Schools of Grades A and B, and not to those schools alone established by county councils.

4. When, owing to increased attendance, it becomes necessary to increase the staff of a Continuation School from two to three teachers, the principal should be permitted to retain his position, although his qualifications be lower than those prescribed for a Continuation School with three teachers.

5. The principals of Continuation Schools, Grades A and B, should be *ex officio* members of the local Entrance Board.

## APPENDIX L

LIST OF CERTIFICATES ISSUED BY THE DEPARTMENT OF  
EDUCATION, 1912

## I. Public School Inspectors

Forrester, John Wilfrid, M.A.	Miller, Gideon A., M.A.
Greer, Vanamber Kenneth, M.A.	Price, Charles F., B.A.
Malcolm, George, B.A.	Swift, Thomas.
Marlin, Lewis Alex., M.A.	Wright, Robert, B.A.

## II. High School Principals

Adams, John Hamilton, B.A.	Langford, Thos. E., M.A. (Science.)
Benson, J. Edwards, M.A. (Science.)	Lawler, Gertrude, M.A. (Eng., Fr., Ger. & Math.)
Bielby, George H., B.A. (Science.)	Malcolm, George, B.A. (Eng. & Hist.)
Brown, Clarence L., M.A. (Math.)	Marlin, Lewis A., M.A. (Science.)
Brown, Harry W., B.A.	Miller, Everton A., M.A. (Classics.)
Burns, Chas. J., B.A. (Classics.)	Moffat, Thomas A., B.A.
Cameron, John S., B.A. (Math.)	Morden, Frances D., B.A.
Clarke, Luther J., B.A. (Fr. & Ger.)	McMillan, William J., B.A. (Science.)
Clifford, Margaret, M.A. (Mods. & Hist.)	Ogilvie, Alvin I., B.A.
Evans, Wm. Edwin, B.A. (Com- mercial.)	Ovens, Winifred E., B.A.
Firth, Thomas, B.A. (Science.)	Salter, Wesley J., B.A. (Classics.)
Forrester, John W., M.A. (Science.)	Sexsmith, Wm. N., B.A. (Eng. & Hist.)
Hamilton, John Rennie, B.A.	Strang, Grace M., B.A. (Mods. & Hist.)
Hawkins, Maud M., B.A. (Eng. & Hist., Fr. & Ger.)	Upshall, Benjamin A., B.A. (Classics.)
Henry, Lizzie C., B.A. (Fr. & Ger.)	Van Duzer, Lena M., B.A.
Jennings, William A., B.A. (Science.)	Zurbrigg, Jacob M., B.A.
Johnston, George Lang, B.A. (Com- mercial.)	
Kelly, Henry H., B.A. (Math.)	

## III. High School Assistants and Specialists

Anderson, Lillie C. (Com.)	Breckon, Flora L., B.A.
Armstrong, Flossie J.	Barnes, Chas. H.
Allan, Nellie Fraser.	Bartlett, Cora.
Anderson, Nellie L.	Brown, U. Kathleen.
Burns, Chas. J., B.A. (Classics.)	Brain, Annie B., B.A.
Baker, Pearl Z.	Carlisle, John O., M.A. (Classics.)
Brown, Mrs. Edna Burns.	Corkery, Florence, M.A.
Beattie, Lewis S.	Cameron, James, M.D.
Brigham Olvetta F.	Campbell, Hughena M.
Beswick, Cora.	Clark, Annie G.

### III. High School Assistants and Specialists—Con.

- Chassels, Frances M.  
 Crummer, Eva M. E.  
 Clark, Elizabeth A., B.A. (Fr. & Ger.)  
 Challen, Newton E., B.A. (Math.)  
 Cline, Mabel Miriam.  
 Caverley, Evelyn.  
 Cooke, Donna, B.A.  
 Cranston, Elizabeth M.  
 Creighton, Matthew T.  
 Cowan, Euphemia J., B.A.  
 Dunwoodie, Norma, B.A.  
 Dufton, Olive H.  
 Dandeno, James B., B.A. (Science.)  
 Davidson, Violet M.  
 Davidson, Edith M., B.A.  
 Dunlop, Charles C.  
 Darroch, William F.  
 Dahl, Nina M.  
 Doherty, John C., B.A. (Science.)  
 Dengate, Esther W., B.A.  
 Edwards, Rebecca S.  
 Fennell, Thomas H.  
 Fleming, Louis C.  
 Faint, Pearl B., M.A. (Mods. & Hist.)  
 Firby, Mrs. E. F.  
 Fox, Elizabeth J.  
 Garrett, Evelyn C.  
 Gillies, Annie M., M.A. (Classics.)  
 Giddes, William L.  
 Hamilton, John R., B.A.  
 Howson, Alexandra, B.A.  
 Halbert, Edwin J., B.A.  
 Hatch, Salem B. (Art.)  
 Harris, Mary A., B.A. (Mods. & Hist.)  
 Hiscott, May B., B.A.  
 Henry, Stanley H., M.A.  
 Hiscock, Reta W., B.A.  
 Hill, Rosa B.  
 Hudson, Annie L.  
 Hutchison, Andrew H. M. A. (Science.)  
 Halliday, Florence L.  
 Iler, Helen A., B.A. (Math.)  
 Jackson, Katherine M., B.A.  
 Johnston, Agnes M. (Com.)  
 Jackson, Vincent W., B.A.  
 Lee, Anna A.  
 Lloyd, Lillie E. V., B.A. (Classics.)  
 Lemon, Mary, B.A. (Math.)  
 Laird, Florence E. A., B.A.  
 McKinley, Clara B., B.A.  
 McKeracher, Florence J., B.A.  
 McCaw, Hester E. A., B.A. (Eng. & Hist.)  
 McSherry, Charlotte.  
 McCutcheon, Helena F., M.A. (Eng. & Hist.)  
 MacKay, Emma L.  
 Mathieson, Elsie, B.A. (Eng. & Hist.)  
 Mackintosh, Helen C., M.A. (Fr. & Ger.)  
 Manning, Henry G., B.A.  
 Morton, Christina.  
 Nichol, Sydney W., M.A. (Mods. & Hist.)  
 O'Grady, John L.  
 O'Brien, William J. (Com.)  
 Philp, Lulu M., B.A.  
 Parr, Sarah E.  
 Page, John P. (Com.)  
 Patterson, Mrs. Lena, B.A.  
 Robb, Eleanor M.  
 Rutherford, Wilhelmina D.  
 Rogers, William C.  
 Reid, Jean G., B.A.  
 Robinson, Sadie.  
 Robinson, Mary A.  
 Scott, Bella L.  
 Smith, Clayton R. (Com.)  
 Summers, Lena.  
 Smith, Henry L.  
 Shaver, Charles A., B.A.  
 Stevens, Myrtle H., B.A.  
 Smith, S. Ada, M.A. (Com.)  
 Stewart, David H., B.A.  
 Stone, Grace L., B.A. (Mods. & Hist.)  
 Smith, Arthur F., B.A.  
 Stewart, Annie J.  
 Thomas, Neil J.  
 Tanton, John, B.A.  
 Tanner, Alice M. (Com.)  
 Tuer, Margaret. (Com.)  
 Wickett, Laura E. (Com.)  
 Weatherill, Helen E. M.  
 Ward, Edward M. H.  
 Warren, Winifred J.  
 Welsh, David A., B.A.  
 Young, Ralph H.



## IV. Permanent First Class Certificates

Agnew, Islay E.	Lillis, Leo Marie.
Avery, Eleanor.	Little, Effie W.
Anderson, Alberta.	McLeod, Isla.
Bilsland, Isobel.	McCreary, Mary.
Ballance, Helen A.	McEachern, Margaret I. M.
Black, Margaret E.	MacIntyre, Lillian.
Bluett, Claude K.	McCordic, Frank M.
Burns, Olive M.	McDiarmid, Mary E.
Bergin, Katherine.	McGregor, Pearl.
Blacklock, Jessie C.	McLellan, James C.
Brown, Ethelda M.	McPhedran, Laura J.
Boyd, Agnes M.	McGill, George W.
Ball, Ethel M.	McKinlary, Archibald S.
Baxter, Elma E.	McCullough, James L.
Coulthart, Heber P.	Morgan, Flora E.
Crerar, John S.	Morrison, William J.
Campbell, Mabel.	Morrison, Olive E.
Copeland, George F.	Marshall, Florence L.
Davison, Jean M.	Moore, Helen L.
Doyle, Daniel J.	O'Gorman, Elizabeth E.
Daniel, T. Edward.	Powell, Allie.
Dunning, Jessie W.	Palmer, Louise A.
Dickson, Helen M.	Park, Maurice H.
Dickinson, Garnet H.	Phillips, Mabel G.
Douglas, Adam C.	Quinlan, Mayme.
Dunn, Agnes T.	Riddolls, George H.
Eby, Emma L.	Rogers, Mary E. V.
Eichenberg, Gertrude.	Ruthven, Elizabeth M.
Elliott, Margaret M.	Smith, J. Caroline.
Evans, Nellie.	Smith, Millie.
Ferguson, Stanley.	Schmietendorf, Herbert.
Grant, Margaret J.	Smith, Josephine.
Grassick, Donald C.	Sinclair, Thomas A.
Glenn, Everett H.	Stainton, Ella L.
Gillard, Evelyn M.	Smith, Annie A.
Gray, Mabel.	Small, Eva M.
Husband, Helena B.	Stilwell, Ayrest L.
Hicks, Thomas J.	Snyder, Henry E.
Harris, John R.	Strang, Jessie M.
Harvey, Humphrey G.	Taite, Ruple.
Hughes, Hugh L.	Tiplady, Evelyn C.
Horan, Joanna C.	Turner, Ada M.
Iveson, Sadie E.	Thompson, Harry C.
Kerfoot, Evelyn.	Thompson, Doris.
Knowles, Kate M.	Van Fleet, Marjorie B.
Langdon, Estella K.	Warren, Violet.
Lawrence, Jessie F.	Waller, Elizabeth J.
Lutman, Margaret E.	Weir, Robert.
Laing, Mabelle M.	Wilson, James S.

## V. Permanent Second Class Certificates

Aitchison, Annie M.	Brown, Mrs. Elmina R.
Austin, Clara E.	Buck, Jennie.
Argue, Mildred L.	Bamford, Lalia K.
Alexander, Arthur H.	Biehn, Salome.
Arthur, Martha A.	Bowie, Christina.
Aldcorn, Lizzie M.	Burnett, William.
Anderson, Pearl S.	Ball, Elma L.
Anderson, Edna E.	Ball, Flossie P.
Avery, Chester E.	Barfoot, Gladys L.
Atkinson, Alexia M.	Batters, Mary A.
Axford, Stella L.	Bovaird, Fannie.
Ashton, Laura E.	Burrell, Bessie M.
Allan, Duncan M.	Briody, Stella M.
Annan, Agnes A.	Brennan, Rose.
Andrews, Mary E.	Baker, Hazel.
Alexander, Clara M.	Brown, Rosa M.
Archibald, Violetta.	Bradley, Alice.
<b>Adair, Ola M.</b>	Bullick, M. Eliza.
Anderson, Elizabeth G.	Bowyer, Phyllis.
Alton, Estella.	Barry, Lillian H.
Austin, Isa M.	Byington, Elleda.
Adams, Clara G.	Begley, Mary.
Armstrong, Arline E.	Beecroft, Mary M.
Armstrong, Alva M.	Barker, Vivian I.
Armstrong, Sarah E.	Burton, Gertrude M.
Aitkin, Mary E.	Barnet, Minnie.
Abra, Olive E.	Beckett, Edna O.
Byers, Lillian.	Bartlett, Emma P.
Bannerman, Agnes N.	Barry, Angela L.
Bennett, Marion L.	Benger, Irene.
Burns, Aurore M.	Bythell, Eleanor V.
Breeze, Bessie L.	Burt, Jean A.
Brown, Lolita K.	Birdsall, Etta.
Bailey, M. Gertrude.	Bell, Arthur E.
Beattie, Mabel.	Brennan, Jane.
Burgess, Margaret A.	Ball, Perca L.
Brown, Rhoda J.	Bouck, Estella M.
Babion, Lillian F.	Bell, Edward.
Beehler, Leah.	Bristol, Mary L.
Bradt, Frances A.	Byers, Hazel B.
Baker, Josephine L.	Boyd, Charles S.
Bandeen, Alice I.	Bloomfield, Florence.
Bennett, Violet A.	Bride, Bertha A.
Bottomley, Nina M.	Bushnell, Lulu O.
Banford, Emma.	Beatty, Helena.
Boyd, Florence.	Baker, Minnie E.
Boyle, Harriet B.	Baldrey, Blanche.
Buckingham, Mildred.	Brennan, Julia M.
Black, Annie M.	Bouck, Ada M.

## V. Permanent Second Class Certificates—Con.

Brown, Mabel T.	Carolan, Dora.
Bagnell, Margaret.	Carter, Margaret E.
Baeker, Pearl A.	Charlesworth, Ellen M.
Bishop, Mary E.	Crombie, Mary V.
Banks, Ivie M.	Clark, M. Muriel.
Coulton, Verna M.	Christilaw, Bessie E.
Casey, Irene M.	Carter, Ruth.
Call, George W.	Campbell, Constance E.
Clark, Sadie M.	Croxon, Mae.
Colby, Beulah G.	Cuthbertson, Jessie.
Colwell, Hazel J.	Copping, Minnie F.
Coulson, Isabella M.	Coulter, Margaret.
Cruise, Alberta.	Coleman, Hattie.
Capes, Maud A.	Crossley, Myrtle E.
Chapman, Laura T.	Cameron, Elizabeth.
Culbert, Mary R.	Campbell, Lizzie E.
Fraser, Eva V.	Cooper, Winnifred M.
Campbell, Annie I.	Conover, Reginald V. E.
Carruthers, Inez.	Cunningham, Wallace H.
Cole, Daisy S.	Callaghan, Francis.
Carroll, Susan M.	Cole, Lila C.
Cass, Sadie U.	Campbell, Belva M.
Cobey, James.	Campbell, Katie M.
Cockrill, Nellie A.	Cassidy, Berta W.
Cumming, Loretta M.	Challenger, Annie E.
Cornish, Eliza.	Card, Alixe E.
Cruess, Zella M.	Crowley, Mary G.
Cass, Gertrude L.	Coulter, Charis I.
Clark, Margaret G.	Colquhoun, Lyra M.
Cressman, Mabel.	Cowie, Rachel.
Cameron, Sadie.	Clark, Mary J. E.
Carroll, Jean E.	Campbell, Violet A.
Caughill, Gertrude.	Clark, Beatrice.
Christianson, Florence M.	Common, Edythe A.
Colbert, Lillian M.	Clutton, Jeanne.
Corbett, Olive E.	Campbell, Mary M.
Curry, Helena G.	Donaldson, Flora P.
Clyde, Lavina.	Dickson, Bertram T.
Cooper, Dora E.	Davey, E. R. Della.
Cormack, Constance M.	Donnell, Mary E.
Cameron, Lotta M.	Dow, Amy H.
Coverdale, Estella.	Dalton, John A.
Carroll, Walter T.	Dinning, Dorothea.
Crosthwaite, Jessie E.	Dalton, Alice A.
Cockburn, Marguerite L.	Dwyer, Essie M.
Cole, Pearl.	Donoghue, Gertrude C.
Cumming, Stella C.	Diebel, Maud.
Casey, Mary L.	Danard, Mabel E.
Cass, Mary.	Donogh, Adelaide C.



## V. Permanent Second Class Certificates—Con.

Doolan, Anna A.	Fife, Agnes F.
Dunkin, Eva B.	Fenton, Norma M.
Dyke, Ambrosine.	Fraser, Agnes R.
Dyke, Beatrice.	Field, Myrtle I.
Doey, Charles E.	Fenn, Olive L.
Drunmon, Cathaleen H.	Fickes, Lottie M.
Day, Charles E.	Fraser, Sadie.
Douglas, Mary C.	Fergusson, Minnie E.
Donovan, Dora C.	Finlayson, John.
Dunn, Lena.	Foster, Anna M.
Doyle, Eldridge McI.	Farrell, Evelyn M.
Davey, E. Irene.	Ford, Christine.
Day, Hannah E.	Ford, Leila.
Davis, Mary.	Fennell, Bessie.
Detweiler, L. Margaret.	Ferrier, Christina I.
Dick, Nellie A.	Frain, Ida B.
Dulmage, Mary I.	Fuller, Bessie E.
Dance, Helen B.	Gray, Ethel M.
Doyle, Myrtle F.	Grenville, Laura E.
Dunning, Lucy P.	Gilhooly, Margaret.
Ewart, Ida M.	Green, Flora J.
Evans, Minnie M.	Garrison, Elda M.
Eakins, Beatrice.	Gage, Kate M.
Ellis, Greta I.	Graham, Samuel.
Everson, Llewella D.	Green, Luella P.
Elliott, Margaret.	Girardot, Blanche.
Elliott, Letitia J.	Gardhouse, Olive L.
Evans, Hazel R.	Goldthorpe, Ella I.
Eamon, Mabel B.	Gottfried, Rose M.
Fairles, Della.	Gray, Louisa A.
Frayn, Elizabeth L.	Garbutt, Ethel.
Fitzgerald, Lila M.	Good, Jennie R.
Frizelle, Pearl.	Gallagher, Teresa.
Ferguson, Pearl C.	Gillespie, Isabel W.
Falkner, Francis W.	Gilbert, Ellen.
Fear, Mary E.	Greenwood, Ethel R.
Fraser, Marion B.	Greason, Elsie.
Falconer, Vera L.	Gugins, Emily E.
Ferguson, Margaret J.	Gugins, Mary E.
Fitchett, Jessie I.	Gibb, Hazel M.
Fitchett, Joseph H.	Gorman, Lyla.
Flannigan, Mary G.	Grant, Jessie E.
Fletcher, Sarah P.	Greene, Margaret.
Fowke, Mary I.	Gothorp, Jean.
Frost, Myrtle S.	Goldthorpe, Hannah.
Fraser, Thea A.	Gorman, Margaret.
Fair, Laura A.	Glancy, Roy J.
Fisher, Margaret.	Griffis, Nellie.
Fryer, Alice E.	Garvey, John.

## V. Permanent Second Class Certificates—Con.

Graham, Lena.	Hunt, Ella.
Gibson, Olive M.	Hopkins, Howard R.
Gordon, Annie G.	Horning, Ella G.
Greer, Faith E.	Henderson, E. Annie.
Gosneli, Lawrence L.	Hotson, Jennie L.
Goodall, Annie.	Harvey, Annie A.
Gray, Margaret G.	Haynes, Annie R.
Griffiths, Pearl M.	Howson, Myrtle L.
Holland, Agnes M.	Hutchinson, Edgar D.
Hawley, Eva.	Helps, Catherine M.
Hatfield, Bessie.	Hockey, Vera K.
Higgins, Wellington.	Heddle, Helen F.
Hansuld, Ella M.	Hadden, Isabel.
Hogg, Harold W.	Haack, Elva La V.
Headrick, Leah B.	Hinman, Beatrice S.
Heeks, Ellen M.	Howatt, Olga B.
Hellyer, Nora D.	Houlahan, Anna M.
Houlding, Nellie E.	Helstrop, Olive A.
Hamil, Mildred M.	Hansford, Alice E.
Hill, Hope M.	Hamilton, Vanchie I.
Houston, Minnie.	Hislop, Kathleen.
Harrison, Mary K.	Hamilton, Cassie M.
Heenan, Maye.	Henderson, Nellie.
Holland, Elizabeth A.	Hudgin, Lillie P.
Handley, Mildred I.	Hannah, Sadie.
Hawley, John C.	Halliday, Jessie M.
Heffernan, Catherine.	Harrison, Nellie D.
Hineman, Clara.	Ivel, Margaret B.
Hall, Sophia E.	Ireland, Winnifred.
Hanna, Jennie B.	Johnston, Nellie E.
Henderson, Margaret J.	Jacques, Hazel W.
Hepburn, Beatrice V. W.	Johnstone, Hattie.
Hetherington, Elizabeth.	Jenkins, Jennie O.
Hughes, Madge E.	Jennings, Delia.
Hunkin, Flossie M.	Johnston, Bessie.
Hunt, Mary E.	Johnston, Edna J.
Haig, Mary H.	Johnston, Gladys M.
Heydon, Margaret T.	Johns, S. Ethleen.
Husband, Gertrude H.	Jefferson, George H.
Henry, Flossie H.	Jamieson, Esther E.
Harold, Gertrude E.	Johnston, Ida M.
Hargreaves, Nellie.	James, Norman.
Harrington, Jennie C.	Jordan, Mary H.
Hand, Florence M.	Johnson, May.
Hickey, Ella M.	Johnston, Lucy M.
Harris, Mattie E.	Johnston, Olive M.
Hazlewood, Vera.	Jarvis, Mina L.
Hastie, Margaret.	Jack, Carrie.
Heatherington, Ethel G.	Jardine, Nellie A.

## V. Permanent Second Class Certificates—Con.

Johnson, Grace A.	Lee, Florence E.
Johnson, James L.	Lovell, Bessie G.
Johnston, May.	Lowes, Ella M.
Jenkins, Olive M.	Love, Arthur D.
Klinck, Myrtle I.	Leach, Ellen.
Kidner, Grace C.	Lapp, Pearl M.
Kines, Grace M.	Leath, Eva J.
Kaufman, Alvin J.	Leonard, Agatha.
King, Enid E.	Lather, Flora B.
Kellerman, Ethel M.	La Rue, Cecilia.
Kent, Bessie M.	Logan, Sadie M.
Kerr, Catherine G.	Living, Helen K.
Kerr, Emily C.	Leishman, Mamie.
Kydd, Margaret W.	Larkworthy, Clara J.
Kay, Mildred.	Lewis, Gladys A.
Kingsboro, Maggie B.	Leitch, Violet R.
Kitchen, Ethel F.	Loucks, Hazel M.
Kelly, Agnes G.	Lapp, Charles A.
Kelly, Gertrude L.	Little, Anna C.
King, E. Gertrude.	Legate, Ina E.
Kidd, Edna L.	La Jennesse, Louise.
Kneath, Emma M.	Lott, Myrtle V.
King, Arthur W.	Lymburner, Willis C.
Kerr, Prudence.	Laidlaw, Florence D.
Kennedy, Marie.	Lee, Maymie A.
Kyle, Eva G.	Macdonald, Hilarie R.
Klopp, Flora.	McDonald, Stella M.
Knights, Almira M.	McKinlay, Hattie.
Learoyd, Clarence W.	McDonald, Laura A.
Leeds, John H.	McKay, Fred. J.
Lannan, Loretto C.	McCaul, Mayme J.
Liddy, Catharine E.	McGuire, Katharine E.
Lishman, Thomas E.	McKee, Marion E.
Lehrbass, Mathilda J.,	McEwen, George D.
Lewis, Margaret A.	McCulloch, Alice.
Lewis, Susan M.	Macfarlane, Gertrude.
La Londe, Maude A.	McCutcheon, Edith.
Lavender, Bernice E.	McIntyre, Albert A.
Lee, Annie R.	MacDonald, Bessie M.
Levigne, Winnie.	McGuire, Kathryn.
Lynch, Estelle.	McMillan, Isabel.
Laidley, Evelyn G.	McNaughton, Flora.
Lackner, Annie G.	McCrea, Ethel.
Lake, Nellie.	MacLeod, Margaret C.
Lamb, Dora.	MacLeod, Sarah J.
Lewis, Etta.	MacPhail, Lillian.
Lynch, Beatrice I.	McEwan, Amy J.
Lambden, Mabel A.	McLaurin, Muriel.
Long, Elsie I.	McPhaul, Florence.



## V. Permanent Second Class Certificates—Con.

McAuliffe, Anna.	MacTavish, Sara J.
McNaughton, Henry S.	MacNamara, Eva A.
MacArthur, Eleanor.	McCullough, Mary A.
McElrea, Eva.	McLean, Lena D.
McGee, John J.	McPherson, Margaret J.
McLaughlin, Blythe.	MacKenzie, Ada.
MacLeod, Murdean I.	McGarry, Elizabeth P.
McMane, Jessie E.	McRae, Cela.
McKilligan, Katherine.	MacDougall, Mary S.
McCallum, Janet.	McLachlin, Jean I.
McDermott, Flossie A.	McTaggart, Isabelle.
McDonald, Alberta C.	McBride, Lizzie A.
McDonald, Flora M.	McKenzie, Mary R.
McDonald, Janet B.	McGugan, Jennie M.
McInnes, Katharine.	Macdonald, Emma M.
McLellan, Annie W.	MacPherson, Kate M.
McLeod, Elizabeth.	Mackenzie, Esther.
McGill, Mahala N.	McDiarmid, Laura J.
McCaffery, Ethel.	Miller, Jessie A.
MacGregor, Charles J.	Morris, Marcula I.
McLachlan, Lois W.	Mailloux, Amelia A.
MacCallum, Margaret E.,	Millar, Laura.
McGee, William P.	Maloney, Helena H.
McKinley, Jean C.	Munro, Margaret M.
McKinnon, John L.	Martin, Maria M.
McDougall, Merle.	Mains, Sadie.
MacPhail, Agnes C.	Marston, Leonora.
McMullen, Millicent G.	Mosure, Lloyd S.
Macarthur, Wilmur L.	Mahon, Katharine.
McGuire, Alice E.	Maine, Lillie.
McDonald, Agnes S.	Murray, Jean J.
McEwan, Alfred J. F.	Mead, Ilha.
McEwen, Sara E.	Morse, Edna.
McGowan, Annie E.	Mundell, Isabel J.
McGregor, Nellie.	Miller, Eva.
Macauley, Ida.	Montgomery, Howard S.
McKeown, Catherine C.	Monaghan, Bertha W.
McDonald, J. Gertrude.	Mitchell, Nettie M.
McColl, Florence M.	Morton, Mary L.
McLachlin, Nettie E.	Malone, Mary I.
MacTavish, Ethelwyn L.	Miller, May L.
McIvor, Susan.	Milliken, Jessie.
MacKenzie, Jessie.	Mills, Mabel E.
McCammon, Mary M.	Milroy, Millicent A.
McCarthy, Joseph.	Mitchell, Margaret S.
McGuire, Mary A.	Mitchell, Myrtle E. M.
McKim, Louise C.	Moffatt, Mamie.
MacDonald, Annie E.	Moyer, Beata.
McBride, Isabel.	Mulvihill, Julia.

## V. Permanent Second Class Certificates—Con.

Myrick, Walter G.	Pepper, Mary E.
Mitchell, Mary.	Ponting, Grace.
Morris, S. Jean.	Patterson, Margaret.
Munro, Eunice O.	Patton, Margaret.
Matthews, Mary E.	Pharaoh, William R.
Musgrove, Earncliffe.	Parker, Eva.
Mitchell, Ida B.	Payne, Ada M. D.
Martin, Belle.	Pass, Bessie A.
Mann, Alice R.	Pentland, Edna L.
Morrison, Lizzie.	Pope, Agnes.
Mitchell, W. Bruce.	Panton, Helen.
Muxworthy, La Vera H.	Patterson, Elsa A.
Marrie, Annie L.	Peebles, Annie L.
Munro, Donald, C.	Perkins, Lorne R.
Munroe, Ruth A.	Parkin, Elnora D.
Manning, Ivy M.	Partlo, Irene.
Morley, Edna L.	Pierce, Myrtle L.
Millard, Lena.	Porter, Elizabeth P.
Mulholland, Elsie.	Patterson, Grace.
Moore, Georgette F.	Penfold, Lila C.
Mitchell, Fern.	Pepper, Elda M.
Merrill, Albert.	Pengelley, Olympus R.
Maybee, Elva L.	Patton, May.
Manning, Mary F.	Palmer, Eva A.
May, Reva E.	Phillips, Emma M.
Magnus, Annie B.	Pyne, Annie.
Nichols, Jessie R.	Pirie, Mary W.
Nixon, Lillian I.	Patterson, Edna.
Needham, Lilla J.	Peters, Charlotte.
Neville, Helena G.	Perdue, Gordon E.
Nichol, Irene J.	Pakenham, Ethel M.
Niven, Rhoda M.	Partridge, Jennie N.
Neal, Lillie M.	Pomeroy, R. Howard.
Nicholson, Robert J.	Pulling, Gladys.
Nichols, Joy.	Price, Lulu.
Neville, E. Carmine.	Procter, Richard C.
Nichols, Beatrice V.	Pulford, Sadie.
Nutting, Alma P.	Powell, Mary N.
O'Brien, Margaret.	Paddon, Myrtle M.
O'Brien, Margaret A.	Poustic, Edith B.
O'Brien, William J.	Percival, Ruby E.
Overland, Queenie M. L.	Percival, Samuel E.
Ottmann, Aleda E.	Park, Muriel J.
Orrock, Marion E. L.	Pilkey, Helene M. B.
O'Meara, Lucy R.	Phillips, Stanley J.
O'Keefe, Irene.	Park, Mary E.
Ormrod, Edna G.	Quantz, Myrtle I.
O'Neill, Louis E.	Quigley, Waitie.
Patterson, Cyril S.	Robb, M. Lillian.

## V. Permanent Second Class Certificates—Con.

Rutherford, Laura I.	Shier, Lillie A.
Richardson, Martha.	Stubbs, Margaret.
Robson, Winona A.	Scott, Edna L.
Rice, Loretta.	Seaman, Hazel K.
Ryan, Bridget.	Sheahan, Margaret H.
Rowan, Agnes C.	Spicer, Myrtle A.
Reid, Ida.	Stewart, Edna M.
Robertson, Beatrice.	Shea, Irene.
Rabajotti, Evelyn F.	Sills, Jessie.
Reycraft, Clara V.	Sanderson, Olga.
Robinson, Henry E.	Shannon, George E.
Rundle, Eva M.	Shaw, Ruth.
Russell, Pearl B.	Sheriff, Irene G.
Ross, Mabel K.	Smith, Jessie M.
Richardson, Susie.	Snyder, Olive M.
Robinson, Margaret F.	Switzer, Theresa P.
Robson, Ida.	Sauvé, Lea.
Ramage, Charles C.	Scott, Ruby R.
Richardson, Grace.	Smith, Ellen C.
Roszell, Marcus.	Simpson, Maude G.
Roche, Loretta M.	Snider, Florence M.
Row, Victor P.	Snider, Hattie G.
Rush, Albert H.	Sparling, Mildred.
Richardson, Lottie.	Stinson, Della L. M.
Robinson, Harold S.	Stovin, Gertrude V.
Ryan, Frank S.	Sullivan, Hazel M.
Robb, Edgar J.	Shannette, Katharine M.
Rowatt, Jean H.	Sweeny, Frank P.
Rutherford, Lulu.	Shunk, Edna T.
Reive, Ella I.	Stafford, Flossie M.
Ross, Annie.	Snell, Victoria.
Smith, Campbell T.	Stapleton, Agnes C.
Sinclair, Florence.	Smith, Ina M.
Snook, Ida M.	Stevens, Norma M.
Steele, Annie W.	Sutherland, Mildred A.
Smith, Colin A.	Shorey, Augusta E.
Stacey, Blanche.	Stanyer, Ina E.
Swayzie, Alva C.	Sullivan, Camilla C.
Simpson, Elizabeth B.	Smith, Peter K.
Spence, Hazel E.	Smith, Beatrice.
Shrapnell, Gladys.	Scott, Mary A.
Shirley, Helena V.	Stevens, Welda I.
Sully, Eva P.	Sheridan, Jessie G.
Smith, Bessie O.	Steed, Electa M.
Shepley, Ethelene.	Siler, Helen G.
Sherriff, Jennie R.	Schlichter, Annie.
Smale, Eva L.	Stewart, Winifred.
Smith, Jessie M.	Shaw, Lena M.
Stewart, Christina.	Somerville, Jennie P.



## V. Permanent Second Class Certificates—Con.

Scherer, Ruby.  
Staples, Marie.  
Stratton, Etheline.  
Smily, Gertrude E.  
Smith, Mae.  
Sider, Estella A.  
Smyth, William E.  
Siddall, Stanley.  
Stewart, Mary H.  
Sheridan, Margaret E.  
Smith, Helen M.  
Sills, George L.  
Stewart, Hazel C.  
Schleihau, Sarah E.  
Spalding, Arthene J.  
Smith, Hazel L.  
Smith, Pansy H.  
Shore, Frances K.  
Stoddart, E. May.  
Stothers, Evva.  
Semple, Mary.  
Shackleton, Albert V.  
Somerville, Annie G.  
Sweeney, Catherine.  
Scott, Katharine M.  
Scott, Mary N.  
Thompson, Rose.  
Taylor, Edna V.  
Tait, Isabella A.  
Tanguay, Marie.  
Taylor, Lucy M.  
Thompson, Elsie.  
Thomas, Laura.  
Taylor, Jeannie S.  
Thomson, Gertrude.  
Thompson, Lenore.  
Torrey, Margaret I.  
Troy, Mary C.  
Troy, Martha H.  
Tweed, Hugh L.  
Townsend, Bella.  
Tool, Harriet G.  
Taylor, Jennie.  
Tew, Vera M.  
Ternan, Mabel A.  
Thornton, Irma.  
Tierney, Emily.  
Tucker, Grace C.  
Thompson, Tillie B.

Thomson, Lillooet.  
Thompson, Ethel V.  
Tudhope, Margaret P.  
Tucker, Robert J.  
Thoms, Clarence J.  
Urquhart, George T.  
Underhill, Edith G.  
Vollett, Albert F.  
VanEvery, Gladys E.  
Wheler, Hazel M.  
White, Vina.  
Willson, Millie.  
Waterson, Emma D.  
Waniman, Stella.  
Waite, Erma.  
Watson, Harriet A.  
Wilker, Clara.  
Willows, Ethel.  
Walsh, Pearl.  
Ward, John W.  
Whiting, Edith F.  
Wilson, Annie M.  
Wilson, Hyacinth.  
Wood, Jean E.  
Wylie, Elizabeth F.  
Wilson, James F.  
Woods, Ellen.  
Wilder, Ethel G.  
Weatherilt, Alma P.  
Weston, Vera A.  
Wilcox, Ruby B.  
Walker, Jessie E.  
Whyte, S. Edwina.  
Welland, Estella.  
Walsh, Teresa E.  
Walsh, M. Ethel.  
Woodiwiss, Gertrude.  
Waterberry, Edna M.  
Welsh, Mary.  
Wood, Florence M.  
Wilson, Gladys L.  
Whiteman, Florence K.  
Whitelock, Stanley G.  
Walker, Ethel R.  
Wilcox, Hazel.  
Wigle, Leila H.  
Wilson, Mary B.  
Welland, Elizabeth.  
Whittaker, Florence M.

**V. Permanent Second Class Certificates—Con.**

Wilson, Florence E.  
Wells, Margaret A.  
Yorston, Amelia.  
Yeoward, Anna G.  
Yeandle, Ina.

Young, Estella M.  
Young, Gordon.  
Zuelsdorf, Anetta M.  
Zeron, J. Ernest.

**VI. Kindergarten Directors' Certificates**

Beckett, Eva May.  
Dickens, Hilda M. E.  
Freeman, Olive E.  
Gibson, Esther L.  
Hewett, Muriel A.  
Hopkins, Valerie.  
Hurd, Lucille A. L.  
Lancaster, Eva W.  
Lanceley, Edna M.  
Legate, Eveline A.  
Lumbers, Sarah L.  
Lyon, Annie.  
Martin, Beatrice W.

Meador, Helen M.  
Middlemiss, Muriel A.  
McLeod, Marjorie.  
McQueen, Olive A.  
Peacock, Mary A.  
Riddle, Alice L.  
Senn, Elsie I.  
Simpson, Ruth C.  
Strachan, Helen G.  
Thomson, Minerva P.  
Wagner, Sadie M.  
Walley, Estelle.

**VII. Household Science Certificates**

Allely, Nellie.  
Barry, Beatrice M.  
Blue, Virginia H.  
Bobier, Mabel G.  
Carveth, Alicia G.  
Chapman, Ethel M.  
Chesnut, Rita K.  
Coggs, Kathleen.  
Cruise, Margaret W.  
Cowan, Margaret.  
Cook, Isabella A.  
Colby, Edna I.  
Craig, Isabel I.  
Davidson, Vera E.  
Davis, Ada.  
Emery, Lillian G.  
Edwards, Mabel A.  
Everson, Evelyn M. (Specialist.)  
Forster, Gladys B.  
Hendry, Helen A.  
Hull, Annie K.  
Irvin, Agnes M.  
Job, H. Theodora. (Specialist.)

Jones, Edna M.  
Lloyd, E. Isabel.  
Loos, Frances M.  
McNeill, Roberta.  
Philp, Bessie M.  
Pinel, Ethel M.  
Plews, Helen.  
Porte, Lenora.  
Reed, Vera S.  
Ross, Jean M.  
Reynolds, Eva G.  
Ross, Lily M. (Specialist.)  
Ross, Barbara A. (Specialist.)  
Ross, Bertha M. (Specialist.)  
Shaw, Isabel.  
Shirk, Vera D.  
Still, Irene G.  
Steward, Agnes W. (Specialist.)  
Sutherland, Isabel.  
Taylor, Martha M.  
Vardon, Mabel S.  
Wilcox, Muriel M.  
Wilkinson, Helen L.  
Winchester, Jessie I.

**VIII. Commercial Specialist Certificates**

Baker, Sarah J.  
Brimicombe, Bessie M.  
Campbell, Minnie M.  
Edwards, Margaret A.  
Hampson, Edward.  
Harry, Frank T.

Marshall, Marcella T.  
Pridham, C. Irene.  
Stockdale, Thomas N.  
Stone, Mary A.  
Towle, Lucie A.  
Weatherill, Helen E. M.

**IX. Art Specialist Certificates**

Caraher, A. Beatrice.  
Foley, Jane.

Giles, Anna E.  
MacKenzie, Eva F.

**X. Manual Training Certificates**

Adams, William A.  
Chambers, J. E.  
Close, James O.  
Cornell, Daniel N.  
Crowson, Arthur.  
Flumerfelt, William M.  
Hamilton, John C., B.A. (Specialist.)  
McKim, Norval.  
Moffatt, W. J.  
Phelan, F. J.

Pickles, Sugden. (Specialist.)  
Power, John T.  
Styles, Arthur. (Specialist.)  
Tebbutt, Charles A.  
Thomas, Julian H. (Forge Shop Practice.)  
Winchester, Harry S. (Interim Specialist.)  
Yeo, Charles T. (Interim Specialist.)

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## XI. Professional Certificates, 1912

	No. of Candidates	Extra Mural Candidates	High School Interim Certificates	Provincial I Class	Interim I Class	Permanent II Class	Interim II Class	Limited III Class, five years.	District Certificates, valid for one or two years	Total number of Certificates
Faculties of Education.....	339	.....	*218	54	182	.....	4	.....	.....	.....
Normal Schools .....	1,034	156	.....	.....	.....	348	641	87	.....	1,076
Model Schools.....	450	8	.....	.....	.....	.....	.....	442	.....	442
English-French Training Schools. ....	.....	.....	.....	.....	.....	.....	.....	35	.....	35
Summer Training Schools .....	.....	.....	.....	.....	.....	.....	.....	†49	216	265
Certificates issued on pro tanto standing . ....	.....	.....	.....	.....	.....	.....	3	40	.....	43
Interim High School Certificates, issued on reaching 21 years of age.....	.....	.....	†81	.....	.....	.....	.....	.....	.....	†81
Permanent III Class.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4
Provincial III Class, valid for three years .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	21
Total number of newly certificated teachers .....	.....	.....	299	54	182	348	648	661	216	2,408
Interim Certificates made permanent ....	.....	.....	.....	45	.....	542	.....	.....	.....	587

\* Of these 143 were also granted I Class certificates.

† These previously held Interim I Class certificates.

‡ Of this number 31 are valid for only two years.

## Kindergarten Certificates

Number of Directors .....	25
Number of Assistants .....	9

## Elementary Agriculture and Horticulture

Number of Certificates issued.....	70
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## Manual Training

Number of Permanent Certificates issued.....	17
Number of Elementary Certificates issued .....	4

## Household Science

Number of Certificates issued.....	47
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XII. Temporary Certificates Issued in 1912

Inspectorate	Number during 1st half year	Number during 2nd half year	Inspectorate	Number during 1st half year	Number during 2nd half year
Brant .....	4	1	Perth, S.....	1	2
Bruce, E.....	25	27	Peterborough, E.....	18	15
Bruce, W.....	.....	1	Peterborough, W. & Victoria, E.....	8	2
Carleton, E.....	16	11	Prescott and Russell .....	17	22
Carleton, W. and Lanark, E..	26	23	Prince Edward.....	28	33
Dufferin .....	17	20	Renfrew, N .....	16	18
Dundas .....	4	1	Renfrew, S.....	20	25
Elgin, E.....	9	1	Simcoe, N.....	23	12
Elgin, W.....	4	.....	Simcoe, S.W.....	6	2
Essex, N.....	19	12	Simcoe, E.....	20	15
Essex, S.....	8	4	Stormont .....	.....	4
Frontenac, S .....	24	.....	Victoria, W .....	11	8
Frontenac, N.....	62	68	Waterloo, No. 1.....	2	2
Glengarry .....	20	18	Waterloo, No. 2.....	6	3
Grey, E.....	24	22	Welland .....	8	6
Grey, W.....	15	16	Wellington, N.....	1	2
Grey, S.....	7	9	Wellington, S.....	3	1
Haldimand .....	1	1	Wentworth.....	7	8
Halton .....	4	1	York, N.....	8	3
Hastings, C.....	13	18	York, S.....	2	2
Hastings, S.....	4	9			
Huron, E.....	10	6	District Divisions:		
Huron, W .....	5	.....	No. I .....	14	9
Kent, E.....	5	3	No. II .....	10	11
Kent, W.....	6	3	No. III .....	22	13
Lambton, E., No. 2.....	2	2	No. IV .....	13	13
" W., No. 1.....	7	1	No. V .....	13	8
Lanark, W.....	36	37	No. VI .....	6	17
Leeds and Grenville, No. 1..	9	11	No. VII .....	39	29
" " " No. 2..	18	22	No. VIII .....	26	15
" " " No. 3..	17	15	No. IX .....	34	45
Lennox .....	28	31	No. X .....	35	26
Lincoln .....	7	2	No. XI .....	7	10
Middlesex, E. ....	4	1	English-French Divisions:		
Middlesex, W.....	.....	.....	No. I .....	5	5
Norfolk .....	8	8	No. II .....	27	22
Northumberland & Durham:			No. III .....	21	42
Centre, No. 2 .....	22	15	R. C. Separate Sch. Divisions:		
East, No. 3 .....	11	27	No. I .....	4	2
West, No. 1 .....	16	10	No. II .....	6	4
Ontario, S.....	11	8	No. III .....	7	2
Oxford, N.....	6	2	No. IV .....	18	11
Oxford, S.....	2	5	No. V .....	17	6
Peel .....	5	5			
Perth, N.....	3	1	Totals.....	1,073	953

APPENDIX M

PROVINCIAL NORMAL AND MODEL SCHOOLS

I. Provincial Normal School, Hamilton

JANUARY, 1913

Staff

S. A. Morgan, B.A., D.Pæd .....	Principal: Science of Education.
F. F. Macpherson, B.A. ....	Master: English.
E. T. Seaton, B.A. ....	Master: Mathematics.
J. Voaden, M.A. ....	Master: Science.
Julien R. Seavey .....	Instructor: Art.
H. A. Stares .....	Instructor: Music.
Oscar Main .....	Instructor: Writing.
Miss Clara E. Elliott .....	Instructor: Household Economics.
Sergt.-Maj. Jesse Skinner .....	Instructor: Physical Culture.
A. J. Painter .....	Instructor: Manual Training.

Students Admitted, Session 1912=13

Male .....	25
Female .....	127
Total .....	152

II. Provincial Normal School, London

JANUARY, 1913

Staff

S. J. Radcliffe, B.A. ....	Principal: English.
John Dearness, M.A. ....	Master: Science and School Management.
A. Stevenson, B.A. ....	Master: Science of Education.
J. P. Hoag, B.A. ....	Master: Mathematics.
S. K. Davidson .....	Instructor: Art.
C. E. Percy .....	Instructor: Music.
J. W. Westervelt .....	Instructor: Writing.
Mrs. A. E. Fairlie .....	Instructor: Household Economics.
Albert Slatter .....	Instructor: Physical Culture.
Sugden Pickles .....	Instructor: Manual Training.

Students Admitted, Session 1912=13

Male .....	12
Female .....	156
Total .....	168

III. Provincial Normal School, North Bay

JANUARY, 1913

Staff

A. C. Casselman .....	Principal: Science.
J. C. Norris, M.A. ....	Master: Mathematics.
J. B. McDougall, B.A. ....	Master: Science of Education.
C. Ramsay .....	Instructor: Art.
Herbert Wildgust, L.L.C.M. ....	Instructor: Music.
J. E. Chambers .....	Instructor: Manual Training.
Miss Catharine T. McCaig .....	Instructor: Household Economics.

Students Admitted, Session 1912=13

Male .....	7
Female .....	53
Total .....	60



# IV. Provincial Normal and Model Schools, Ottawa

JANUARY, 1913

## 1. Staff of Normal School

J. F. White, LL.D. ....	Principal: School Management and English.
W. J. Karr, B.A., B.Pæd. ....	Master: Psychology and English.
E. T. Slemon, B.A., D.Pæd. ....	Master: Mathematics and History of Education.
J. W. Gibson, M.A. ....	Master: Science, Nature Study, Geography.
Roy F. Fleming ....	Instructor: Art.
T. A. Brown ....	Instructor: Music.
H. W. G. Braithwaite ....	Instructor: Writing.
C. Emery ....	Instructor: Physical Culture.
Miss Eliza Bolton ....	Instructor: Kindergarten Principles.
Miss A. E. Robertson ....	Instructor: Household Economics.
J. S. Harterre ....	Instructor: Manual Training.

## Students Admitted, Session 1912-13

Male .....	14
Female .....	137
	<hr/> 151
Kindergarten Students .....	3
	<hr/> 154
Total .....	154

## 2. Staff of Normal Model School, Ottawa

F. A. Jones, B.A. ....	Headmaster.
C. E. Mark, B.A. ....	IV Form, Boys
H. M. Leppard ....	III Form, Boys.
Miss A. Delaney ....	II Form, Boys.
E. Cluff, B.A. ....	I Form, Boys.
Miss M. E. Butterworth ....	First Female Assistant.
Miss A. G. Hanahoe ....	III Form, Girls.
Miss J. Foster ....	II Form, Girls.
Miss M. R. Elliott ....	I Form, Girls.
Miss Eliza Bolton ....	Kindergarten Directress.
Miss A. H. Baker ....	Kindergarten Assistant.
Roy F. Fleming ....	Instructor: Art.
T. A. Brown ....	Instructor: Music.
C. Emery ....	Instructor: Physical Culture.
Miss A. E. Robertson ....	Instructor: Household Economics.
H. W. G. Braithwaite ....	Instructor: Writing.
J. S. Harterre ....	Instructor: Manual Training.
J. M. Fleury ....	Instructor: French.

Number of pupils, 1912 .....	343
Number of Kindergarten pupils, 1912 .....	47
	<hr/> 390
Total .....	390

# V. Provincial Normal School, Peterborough

JANUARY 1913

## Staff

Duncan Walker, B.A. ....	Principal: Mathematics.
Henry G. Park, B.A., D.Pæd. ....	Master: Science of Education.
Samuel J. Keyes, B.A., B.Pæd. ....	Master: English.
W. I. Chisholm, M.A. ....	Master: Science.
Earl E. Logan ....	Instructor: Writing.
A. F. Hagerman ....	Instructor: Manual Training.
Miss Jessie C. McRae ....	Instructor: Art.
Miss Ethel M. Steinhoff ....	Instructor: Household Economics.
Miss Helen B. Rochester ....	Instructor: Physical Culture.
Miss Marion R. Rannie ....	Instructor: Music.

## Students Admitted, Session 1912-13

Male .....	15
Female .....	65
	<hr/> 80
Total .....	80

## VI. Provincial Normal School, Stratford JANUARY, 1913

### Staff

S. Sileox, B.A., D.Pæd.....	Principal: Science of Education.
J. W. Emery, B.A. ....	Master: Science.
J. M. McCutcheon, B.A., B.Pæd .....	Master: English.
H. S. Robertson, B.A. (Tor.), M.A. (Colum.).....	Master: Mathematics.
J. Bottomley, A.R.C.O. ....	Instructor: Music.
Sugden Pickles.....	Instructor: Manual Training.
Miss E. M. Cottle .....	Instructor: Calisthenics and Writing.
Mrs. Helen Mayberry.....	Instructor: Art.
Mrs. A. E. Fairlie.....	Instructor: Household Economics.

### Students Admitted, Session 1912=13

Male .....	25
Female.....	149
Total.....	174

## VII. Provincial Normal and Model Schools, Toronto JANUARY, 1913

### 1. Staff of Normal School

Wm. Scott, B.A.....	Principal: History of Education, School Management, and Grammar.
D. D. Moshier, B.A., B.Pæd .....	Master: Psychology and English.
Wm. Prendergast, B.A.....	Master: Mathematics and English.
David Whyte, B.A.....	Master: Science.
A. T. Cringan, Mus. Bac.....	Instructor: Music.
Jas. H. Wilkinson.....	Instructor: Manual Training.
Miss A. Auta Powell .....	Instructor: Art.
Miss Nina A. Ewing .....	Instructor: Household Economics.
Miss Mary E. Macintyre.....	Instructor: Kindergarten Principles.
Mrs. Jean Somers.....	Instructor: Calisthenics.
Mrs. Emma Macbeth .....	Instructor: Needlework.
Sergt.-Maj. E. H. Price, R.C.R. ....	Instructor: Drill.
Mrs. M. W. Brown .....	Instructor: Reading.
E. Warner .....	Instructor: Writing and Bookkeeping.

### Students Admitted, Session 1912=13

Male.....	16
Female.....	168
Kindergarten Students.....	14
Total.....	198

### 2. Staff of Normal Model School, Toronto

R. W. Murray, B.A.....	Head Master.
Miss M. Meehan .....	First Female Assistant.
Milton A. Sorsoleil, B.A. ....	First Male Assistant.
Miss May K. Caulfeild .....	Assistant.
J. T. Mustard.....	Assistant.
Miss A. F. Laven .....	Assistant.
Francis M. McCordie.....	Assistant.
Miss C. E. Knisely.....	Assistant.
Miss Isabella Richardson.....	Assistant.
Miss Alice A. Harding .....	Assistant.
Miss A. Auta Powell.....	Instructor: Art.
A. T. Cringan, Mus. Bac.....	Instructor: Music.
Miss Mary E. Macintyre.....	Kindergarten Directress.
Miss Ellen Cody .....	Kindergarten Assistant.
Mrs. Jean Somers.....	Instructor: Calisthenics.
Mrs. Emma Macbeth .....	Instructor: Needlework.
Sergt.-Maj. E. H. Price, R.C.R. ....	Instructor: Drill.
Mrs. G. de Lestard.....	Instructor: French.
Jas. H. Wilkinson.....	Instructor: Manual Training.
Miss Nina A. Ewing .....	Instructor: Household Economics.

Number of pupils in 1912 .....	478
Number of Kindergarten pupils in 1912.....	46

Total.....	524
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## VIII. Summary of Attendance at the Normal Schools

Normal Schools	Male students	Female students	Total attendance
Hamilton .....	25	127	152
London .....	12	156	168
*North Bay .....	7	53	60
Ottawa .....	14	137	151
Peterborough .....	15	65	80
Stratford .....	25	149	174
Toronto .....	16	168	184
Totals.....	114	855	969

Kindergarten students, Ottawa.....	3
Kindergarten students, Toronto.....	14
Total .....	17

\*A Model School is also conducted in the North Bay Normal School Building (See Appendix N below).

## APPENDIX N

## PROVINCIAL MODEL SCHOOLS, 1912

School	Principal	Students				
		Male	Female	Total attendance	Extra Mural Students	No. who passed
Athens.....	S. A. Hitsman.....	11	15	26	1	27
Chatham.....	J. W. Plewes.....	9	55	64	.....	64
Clinton.....	C. D. Bouck.....	14	27	41	.....	41
Cornwall.....	G. R. Theobald .....	6	27	33	.....	33
Durham.....	Thos. Allan.....	15	40	55	.....	54
Guelph.....	David Young.....	10	34	44	2	42
Kingston.....	G. W. Hofferd.....	3	15	18	.....	15
Madoc.....	Jas. Campbell.....	3	17	20	.....	19
Napanee.....	T. C. Tice.....	4	15	19	.....	18
North Bay...	A. C. Casselman.....	3	16	19	1	19
Orillia.....	A. Barber .....	10	39	49	2	48
Perth.....	B. C. Taggart .....	2	26	28	2	29
Renfrew.....	M. N. Armstrong....	4	30	34	.....	33
Totals....	.....	94	356	450	8	442



## APPENDIX O

## SUPERANNUATED TEACHERS

\* Allowances Granted during 1912

Register Number	Name	Age	Post Office	Years of Service	Allowance
1209	Tutt, Hannah Elizabeth.....	57	148 George St., Brantford .....	36½	\$ c. 255 50
1210	McGinnis, David L .....	69	Sandwich .....	20	140 00
1211	Birchard, Isaac James.....	61	124 Jameson Avenue, Toronto .....	42½	297 50
1212	Gordon, Nathaniel.....	72	Orangeville .....	53	363 00
1213	Armstrong, Joseph E.....	63	427 Broadview Ave., Toronto .....	38½	266 50
1214	McIntosh, Angus .....	62	Box 262, Brantford..	41½	290 50
1215	McKee, George .....	63	Orillia .....	31½	217 00

## Summary for Years 1882=1912

Year	Number of Teachers on List	Expenditure for the Year	Gross Contributions to the Fund	Amount Refunded to Teachers
		\$ c.	\$ c.	\$ c.
1882.....	422	51,000 00	13,501 08	3,660 10
1887.....	454	58,295 33	1,489 00	3,815 80
1892.....	456	63,750 00	1,313 50	786 86
1897.....	424	62,800 33	847 00	620 27
1902.....	407	64,244 92	1,073 50	722 78
1907.....	375	63,018 55	766 00	764 54
1911.....	300	+51,008 00	+654 50	+895 66
1912.....	297	+52,696 90	+504 65	+443 01

Seven teachers' subscriptions were withdrawn from the fund during the year ending 31st October, 1912.

\* As the sum of \$4 is deducted from each Superannuated Teacher's allowance as subscription to the fund, the payments were \$4 less in each case than given in this list.

† For fiscal year ending 31st October.

## APPENDIX P

## HIGH AND PUBLIC SCHOOL CADET CORPS, 1912

Name of School	Strength of Corps	Number present at time of inspection	Drill and Exercises performed at inspection	General remarks of Inspecting Officer
Arthur High School.....	48	37	Fair to very good.	Good.
Barrie Collegiate Institute .....	79	78	Indifferent to good.	Fair; improving.
Belleville, Octavia St. Public School..	62	53	Fair to very good.	All ranks very keen.
Brantford Collegiate Institute.....	70	64	Very good.	Excellent company. Very keen instructor.
Brockville Collegiate Institute.....	42	40	Good.	A good corps.
Campbellford High School.....	34	32	Fair to good.	A good company, lacking instruction.
Cobourg Collegiate Institute.....	71	69	Fair to very good.	Wet weather prevented outdoor work.
Collingwood Collegiate Institute.....	56	53	Indifferent to good.	Average about good.
Cornwall High School .....	69	67	Fair to good.	Well organized, and a good bugle band.
Dunnville High School.....	40	40	Very good.	A splendid corps.
Essex High School .....	42	41	Fair to very good.	Good.
Galt Collegiate Institute.....	44	44	Fair to very good.	Good.
Goderich Collegiate Institute.....	50	50	Fair to good.	Good.
Guelph Collegiate Institute.....	73	49	Good to very good.	Good.
Guelph Central Public School .....	46	44	Good.	Good.
Hamilton Collegiate Institute.....	52	50	Very good.	An excellent and well set-up corps.
Ingersoll Collegiate Institute.....	44	44	Fair to very good.	Good.
Leamington High School .....	51	29	Fair to good.	Good.
Lindsay Collegiate Institute.....	123	120	Very good.	A particularly efficient corps.
Morrisburg Collegiate Institute.....	38	27	Fair.	Fair.
Meaford High School .....	44	35	Indifferent to fair.	A new company. Only received arms May 11th.
Mount Forest High School.....	46	46	Good.	Good.
Niagara Falls Collegiate Institute....	40	40	Very good.	A very good all-round corps.
Norwood High School.....	30	26	Fair to very good.	Good material, but lacking instruction.
Orangeville High School.....	58	56	Fair to very good.	Good.
Orangeville Public School.....	64	64	Fair to good.	A young company. Good for ages of cadets.
Orillia Collegiate Institute .....	95	94	Good.	A strong and enthusiastic corps.
Owen Sound Collegiate Institute.....	81	54	Fair to good.	Fair; not enough rifle practice.
Perth Collegiate Institute.....	42	39	Good.	Good.
Peterborough Collegiate Institute....	114	102	Fair to good.	A smart, keen battalion.
Pictou Collegiate Institute .....	64	64	Good.	A good cadet corps.
Port Hope High School .....	80	70	Good.	Smart looking, well drilled

## HIGH AND PUBLIC SCHOOL CADET CORPS, 1912—Concluded

Name of School	Strength of Corps	Number present at time of inspection	Drill and Exercises performed at inspection	General remarks of Inspecting Officer
Port Perry High School.....	41	41	Very good.	Smart, all-round corps.
Prescott High School.....	31	31	Good.	
Renfrew Collegiate Institute .....	46	40	Good.	Fine, smart, well drilled and enthusiastic.
St. Catharines Collegiate Institute...	59	55	Very good.	First-class corps, very smart and well drilled.
St. Thomas Collegiate Institute.....	57	57	Good to very good.	Very good.
Simeoe High School.....	48	48	Very good.	A splendid all-round corps. All very keen.
Seaforth Collegiate Institute.....	65	58	Fair to very good.	Good.
Stirling High School.....	41	34	Fair to good.	Good company; lacks instruction.
Stratford Collegiate Institute .....	134	127	Fair to very good.	Good.
Strathroy Collegiate Institute.....	42	41	Fair to very good.	Good.
Tillsonburg High School.....	38	38	Fair to very good.	Good.
Toronto:				
Harbord Collegiate Institute.....	76	73	Good.	Good; an excellent shooting corps.
Jarvis Collegiate Institute.....	52	52	Fair to very good.	Good, but should have more rifle practice.
Parkdale Collegiate Institute....	61	54	Fair to very good.	Good.
Public Schools (20 corps).....	2,710	2,475	Fair to very good.	Good, considering average ages.
Uxbridge High School.....	48	46	Very good.	First-class corps.
Vankleek Hill Collegiate Institute....	45	40	Fair to good.	A good corps; will be better next year.
Woodstock Collegiate Institute.....	49	49	Very good.	Very good.
Total, 69 corps.....	5,535	5,080		



# APPENDIX Q

## REPORT OF THE INSPECTOR OF TECHNICAL EDUCATION

### I. MANUAL TRAINING CENTRES

Location of Centre	Teacher	Salary	No. of Pupils	Grades	Length of Lesson	Accommodation	Equipment	Remarks
OTTAWA								
1 Slater Street School.....	C. Medcalf.	\$1,500 to \$2,000 by \$100	170	Junior IV. to Commercial.	1½ to 2 hours	All the rooms are ordinary school class rooms, in most cases specially built, and in others adapted for Manual Training. They are generally light, airy and well ventilated.	Equipped with 20 benches and all tools for elementary woodworking. The Commercial classes are provided with equipment for copper and brass work.	Mr. C. Medcalf acts as supervisor, being allowed 5 half days per week for this purpose.
2 Wellington Street School.....			89					
3 Elgin Street School.....	R. S.	250						
4 Glashan School.....	Holmes.	\$1,175 to \$1,400 by \$75 annually.	111					
5 First Avenue School.....	H. S.		145					
6 Hopewell Avenue School.....	Winchester		64	All grades.	¾ to 1 hour.	Elementary woodwork is provided for in a room of the ordinary class room type, the newer rooms being specially fitted.	Each centre is equipped with 20 benches and the ordinary wood working tools. Two centres are equipped for ornamental metal work.	Mr. W. L. Richardson acts as supervisor. Evening classes are held in Queen Alexandra, Lansdowne, Dewson Street, Technical and George St. Schools.
7 Creighton Street School.....			62					
8 Cambridge Street School.....	J. C.		147					
9 Percy Street School.....	Jandrew.		83					
10 Osgoode Street School.....	A. Crowson		121					
11 George Street School.....	J. J. Carter		65	Junior IV Senior IV	1½ to 2½ hours.			
12 Rosemount Avenue School.....	E. C. Wright		123					
13 Bolton Street School.....			20					
14 Model Street.....	J. S. Harterre		230					
TORONTO								
15 Wellesley School.....	C. T. Yeo.		218	I, II	2 hours.			
16 Lansdowne School.....	A. J. Rostance		269					
17 George Street School.....	J. Slaughter.	205						
18 Queen Alexandra School.....	W. Plummerfelt.	242						
19 Givens Street School.....	T. T. Carpenter.	\$1,200 to \$1,800	230					
20 Dewson Street School.....	E. Faw.		254					
21 Parkdale School.....	J. C. Hamilton.		257					
22 Kimberley School.....	E. Beattie.	\$1,800	100					
23 Annette Street School.....	J. N. Moffatt.		250					
24 Kent School.....	J. Brennan.		205					
25 Technical High School.....	J. H. Cunningham.		200					
26 Brown School.....	H. J. Baker.		234					
27 Oakwood High School.....	J. N. Shorthill		200					

28 Normal Model School.....	J. H. Wilkin- son.	\$1,600 200	100 200	III, IV	1½ hours 1½ to 2 hrs.	A basement room specially fitted	Bench work,	Voluntary class Saturday a.m. in mechanical draw- ing.
29 Kingston Public School...	A. Hatch.	\$1,400	176	S. IV, J. IV	1½ hours	Separate build- ing.	Wood work and turning.	An industrial class of 20 pupils is carried on and even- ing classes three nights per week.
30 Brantford Public School...	A. Styles.	\$1,000	63	I, II	2½ hours	Separate shops provided for bench work, forging, turn- ing and draw- ing.	20 benches, 4 wood turning lathes, 1 engine lathe, band saw, 8 forges, motors, etc.	No Manual Training in Collegiate Insti- tute.
31 Brantford Coll. Institute...	T.H. Jenkins.	\$1,300	191	III, IV	2 hours	Separate build- ing.	27 benches, 1 wood turning lathe.	Large and success- ful evening indus- trial classes are held 4 nights a week
32 Brockville Public Schools.	T. W. Davidson.	\$1,200	245	IV P.; J. Sep; Ss. I, II, Col. I	1½ and 2 hrs.	Separate build- ing.	Workshop, forge and machine shop and store room.	The Commercial, Second and Third forms take metal work. No evening classes are held.
33 Stratford Coll. Institute ..	I. S. Clubine.	\$1,200	Normal Students.	J. IV to Form III	1 hour 2 hours 2½ hours	Two rooms. Separate build- ing	Cardboard work and wood work. Bench work, wood turning, forging, ma- chine shop, beaten metal, mechanical drawing.	No Manual Training in the Collegiate Institute.
34 Stratford Normal School...	S. Pickles.	\$1,520	199	J. III to Com.	1½ to 2 hrs.	47 ft. x 24½ ft. x 13 ft.	7 vices and 1 forge in addi- tion to ordinary wood work.	Manual Training suitable for rural districts.
35 Woodstock Coll. Institute.	J. S. Mercer.	\$1,450	222	J. IV, S. IV; I, II	1½ to 2½ hrs.	Work shop, machine shop, drawing room.	Benches, wood- turning lathes, drawing tables, forges, drill, band saw, grinder.	Evening industrial classes are held two nights a week.
36 Guelph Public Schools.....	J. T. Powers.	\$1,200	37	J. III, J. IV	2½ hours	25 ft. x 33 ft. x 11½ ft.	20 benches with tools.	Manual Training suitable for rural districts.
37 Guelph Machinery Hall...	This offers courses of one month, three months or nine months for persons wishing to become teachers of Manual Training.							
38 Guelph Consolidated School	J. W. Milne	\$200	222	J. IV, S. IV; I, II	1½ to 2½ hrs.	Work shop, machine shop, drawing room.	Benches, wood- turning lathes, drawing tables, forges, drill, band saw, grinder.	Evening industrial classes are held two nights a week.
39 Berlin Collegiate Institute	D. W. Houston.	\$1,550						

## I MANUAL TRAINING CENTRES—Continued

Location of Centre	Teacher	Salary	No. of Pupils	Grades	Length of Lesson	Accommodation	Equipment	Remarks
40 Hamilton Technical and Art School.....	In addition to the boys taking industrial courses a large number of boys from the Public Schools and Collegiate Institute take woodworking, forging and machine shop practice.							
41 Wentworth Street School, Hamilton.....	W. L. Carson	\$800	175	J. IV to Com.	1½ and 2 hrs.	2 rooms, 24 ft. x 32 ft. x 8 ft. 6 in.	20 benches and usual equipment.	
42 Caroline Street, Hamilton.	A. E. Wilcox.	\$1,100	292	J. IV to Com.	1½ and 2 hrs.	22 ft. x 30 ft. x 14 ft.	20 benches and usual tool equipment.	
43 Normal School, Hamilton.	A. J. Painter.	\$1,300	136	J. IV to Com.	1½ and 2 hrs.	Two Rooms.	20 benches and usual tool equipment.	In addition to Normal students.
44 King George, Hamilton ..	F. Bowers ..	\$800	200	J. IV to Com.	1½ to 2 hrs.	Class Room.	20 benches and tools.	
45 Collegiate Inst., London ..	G. A. Andrus	\$1,600	200	II	1½ hours.	39 ft. x 26 ft. x 15 ft.	30 benches with usual tool equipment.	
46 Normal School, London ...	S. Pickles.	\$1,520	92	IV	1½ hours	Two rooms.	20 benches with usual tool equipment.	In addition to Normal students.
47 St. George's, London .....	A. Moir.	\$900	172	IV	2 hours	30ft. x 30 ft. x 8ft.	20 benches with usual tool equipment.	Basement room
48 Lorne Avenue, London. ...			114	IV	2 hours.	31ft. x 23 ft. x 8ft.	20 benches with usual tool equipment.	Basement room.
49 Princess Avenue, London..	W. A. Adams	\$1,500	143	IV	2 hours.	Ordinary class room.	" "	
50 Queen Alexandra, London.	F. Tanton.	\$1,200	89	IV	2 hours.	" "	" "	
51 Ingersoll Collegiate Inst..			95	J. IV to F. II	2 hours.	A separate building.	20 benches, forge, lathes, 20 benches and tools.	5 classes, one each afternoon.
52 Cornwall Public School...	D. N. Cornell.	\$850		J. III, IV	2 hours.	Basement.		
53 St. Thomas.....	W. J. Moffatt	\$1,000	256	S. III to I	1½ and 2 hrs.	18 ft. x 90 ft.	20 benches with tools.	In lieu of accommodation in the schools a disused store is rented.
54 Galt Collegiate Institute..	F. E. Brausht.	\$1,300	200	IV, F. I III	1½ to 2 hours.	47 ft. x 26 ft. x 10 ft.	20 benches and tools.	







36 Lorne Avenue.....	Florence Bilton.	\$500	113	VI, VII, VIII.	Two hours.	Kitchen.	Cookery.
37 Victoria Street.....	G. M. Edwards.	\$500	124			"	"
38 Alexandra School .....	M. Stuart.	\$250	74	J. IV to F. II	2 hrs.	Temporary room.	Cookery, needle-work.
39 Ingersoll .....	L. Eedy.	\$400	96				Only 5 classes.
40 Galt Collegiate Institute..	F. A. Twiss.	\$1,000	200	IV, F. I, II, III	1½ to 2 hrs.	50 ft x 27 ft x 11 ft	School lunches served
41 Owen Sound Coll. Institute	F. P. Pritchard	\$750	256	IV to F. II	1¼ to 2 hours.	30 ft x 40 ft x 10 ft	Evening classes held
42 North Bay Normal.....	Normal students.	Public School pupils also take the work here.					Evening classes held.
43 Peterborough Nor. Sch.. }	Ethel Steinhoff.	.....					
44 Peterborough Pub. Schs }		\$900					
45 Sault Ste. Marie.....	M. P. Shaw.	\$700	158	IV, F. I, II, III 2¼ to 2½ hrs.		Kitchen, dining-room, sewing room.	Equipped with electric stoves.
46 Niagara Falls South High School.....	Winona Cruise.	\$900	22	I, II	2 hrs.	Kitchen, Large kitchen.	Equipped for 24.
47 Paris.....	M. Goldie.	\$600	108	III, J. IV.	2 hrs.		Large evening classes
48 Thorold High School .....	E. S. Fitzgerald.		25	III, IV, F. I, II	2 hours	Temporary quarters.	Equipped for 12.
49 Belleville.....	Public School pupils take the work in Albert College.						
50 Renfrew.....	Closed.						
51 Smith's Falls .....	Recently opened						

For detailed particulars of Industrial Day and Evening Classes see Bulletin No. 2.



## APPENDIX R

## FINANCIAL STATEMENT OF THE FACULTIES OF EDUCATION

## I.—UNIVERSITY OF TORONTO FACULTY OF EDUCATION

## Financial Statement for Year ending 30th June, 1912

## RECEIPTS

Provincial Grant .....	\$15,000 00
Fees:—	
Teachers in training .....	\$4,079 00
Pupils in University Schools .....	22,233 50
	<hr/>
	26,312 50
	<hr/>
	\$41,312 50

## EXPENDITURE

## 1. Salaries:—

W. Pakenham, Professor (also Dean of Faculty), 12 mos. to 30th June .....	\$3,600 00
H. T. J. Coleman, Associate Professor, 12 mos. to 30th June ..	2,900 00
H. J. Crawford, Associate Professor and Head Master of University Schools, 12 mos. to 30th June .....	3,000 00

## Chief Instructors in University Schools and Lecturers in Methods in Faculty of Education:—

G. A. Cornish, Science, 12 mos. to 30th June .....	2,100 00
J. T. Crawford, Mathematics, 12 mos. to 30th June .....	2,000 00
W. C. Ferguson, French and German, 12 mos. to 30th June..	1,900 00
W. E. Macpherson, History, 12 mos. to 30th June .....	1,900 00
O. J. Stevenson, English and History, 12 mos. to 30th June	1,900 00
G. D. Robertson, Art and Commercial Work, 1st July to 31st January, at \$1,700.00 (Resigned) .....	991 66
F. E. Coombs, Elementary Subjects, 12 mos. to 30th June ..	1,500 00

## Assistant Instructors in University Schools:—

T. M. Porter, 12 mos. to 30th June .....	1,800 00
H. A. Grainger, 12 mos. to 30th June .....	1,800 00
J. A. Irwin, 12 mos. to 30th June .....	1,700 00
J. O. Carlisle, 12 mos. to 30th June .....	1,600 00
J. G. Workman, 12 mos. to 30th June .....	1,600 00
W. J. Dunlop, 12 mos. to 30th June .....	1,500 00
A. N. Scarrow, also Instructor in Faculty of Education, 12 mos. to 30th June .....	1,400 00
G. N. Bramfitt, also Instructor in Faculty of Education, 12 mos. to 30th June .....	1,300 00
J. W. Cohoon (Sessional) .....	1,500 00
H. V. Pickering (Sessional) .....	1,200 00
Miss I. Sutherland, Instructor in Household Science (Sessional) .....	100 00
L. E. Embree, Supervisor of Observation and Practice-Teaching in High Schools (Sessional) .....	100 00
W. E. Groves, Supervisor of Observation and Practice-Teaching in Public Schools (Sessional) .....	100 00

## Supply Teachers:—

C. W. Jefferys, 65 Lectures at \$6.00, \$390.00; E. E. Cavell, 12 weeks at \$10.00, \$120.00; D. C. Grassick, 12 weeks at \$10.00, \$120.00 .....	630 00
Miss E. Watkins, Stenographer in Dean's Office, 12 mos. to 30th June .....	600 00
	<hr/>

\$38,721 66

## 2. Education Building and Department:—

## (a) Maintenance of Building:—

Fuel . . . . .	\$1,213 50	
Light . . . . .	925 72	
Water . . . . .	336 83	
Engineer's supplies . . . . .	28 20	
Caretaker's supplies . . . . .	229 05	
Cleaning . . . . .	1,216 26	
Repairs and Renewals . . . . .	733 72	
Engineer and Caretaker: S. Hunter, 12 mos. to 30th June	1,200 00	
Firemen: R. Bullock, 7¼ mos. at \$50.00 a mo., \$388.00;		
D. Cairncross, 5 days, \$12.00 . . . . .	400 00	
Night Watchman, also Night Fireman: G. Hagan, 12 mos.		
to 30th June . . . . .	750 00	
Messenger Service—boys at \$4.00 to \$4.50 a week: E. W.		
Moore, 3 weeks to 21st July, \$13.86; H. Hargrave, 3 days,		
\$2.00; A. Scott, 40½ weeks to 30th June, \$175.16 . . . . .	191 02	
		\$7,224 30

## (b) Maintenance of Department:—

Payment to City Board of Education for use of Schools..	\$3,000 00	
Clerical Assistance: Stenographer . . . . .	260 00	
Office Expenses, printing, postage, class-room supplies and		
sundries . . . . .	2,821 41	
		6,081 41
		\$52,027 37

Certified, F. A. MOURE, *Bursar*.

NOTE.—In the above statement, no charge has been made upon the Faculty of Education for any portion of the general expenses of University administration, such as library, examinations, etc.

## II.—UNIVERSITY OF QUEEN'S COLLEGE FACULTY OF EDUCATION

## Financial Statement for the Year 1912

## RECEIPTS

Surplus from year 1911 . . . . .	\$413 88	
Ontario Government . . . . .	6,000 00	
Fees . . . . .	886 00	
		\$7,299 88
Overdraft . . . . .		\$5,322 54
		\$12,622 42

## EXPENDITURE

## Salaries:—

Dean Ellis . . . . .	\$3,000 00	
Professor S. Laird . . . . .	2,500 00	
A. S. Jordan . . . . .	100 00	
Victoria Wiltshire . . . . .	50 00	
Nora Ross . . . . .	50 00	
		\$5,700 00

Board of Education, as per agreement .....	6,050 00
Travelling Expenses, Professor S. Laird .....	16 00
Presiding Examiners .....	147 68

Printing and Stationery:

Jackson Press .....	\$13 00	
R. Uglow & Company .....	3 40	
School of Mining, Physics Dept., slides .....	38 40	
Stamps .....	100 00	
British Whig .....	82 00	
		\$236 80

Advertising, Queen's University's Share .....	250 00
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Library .....	150 09
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Office Furniture and Equipment:—

R. J. Reid .....	\$38 25	
J. J. Baker .....	2 00	
T. F. Harrison Company .....	17 75	
R. J. Lindsay .....	13 94	
		\$71 94
		\$12,622 42

Kingston, Ont.,  
December 28th, 1912.

W. S. ELLIS, *Dean*.  
GEO. Y. CHOWN, *Registrar*.



## APPENDIX S

## REPORT OF THE LIBRARIAN OF THE DEPARTMENT

To the HON. R. A. PYNE, M.D., LL.D.,

*Minister of Education for Ontario.*

SIR,—I have the honour to submit the following Report regarding the Library of the Department of Education for the year 1912.

The cataloguing and classification of the books is practically completed, and I feel satisfied the work has been carefully done.

An addition to the Library of two large rooms, formerly occupied by the members of the office staff now removed to the Parliament Buildings, relieves, considerably, the pressure upon our limited accommodation. These two rooms will enable me (1) to provide a well lighted Reference Room with five stacks, also a large table for the use of the students, which is something we have been lacking for a long time; the whole length of the north wall of this room has been fitted with shelving, and will accommodate some hundreds of books; (2) To remove from the damp room in the basement of the Normal School part, at least, of thousands of books which are in grave danger of being ruined. When they were placed there it was thought that possibly, by careful airing of the room, the books would be quite safe, but results have proved the contrary, as many are badly mildewed.

More space is still very much needed, and it would, most assuredly, be in the interest of the Library if I were granted either the room recently occupied by the Minister, or the large north room at one time used as the work-room of the Inspector of Public Libraries. This room could be converted into a stack room by the departmental carpenter at a trifling cost. The books in the Library are of very considerable value, and I would respectfully press upon the attention of the Minister the importance of acceding to my request for another room so that the books of the Library, as an asset of the Province, may be protected in every possible way.

Respectfully submitted.

HENRY R. ALLEY, *Librarian.*

Department of Education Library.

Toronto, 6th January, 1913.

TABLE A  
Number of Books Loaned, 1903-12.

Books given out in the month of—	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912
January .....	587	673	646	714	787	850	400	1,122	1,013	1,046
February .....	1,036	970	848	877	831	883	1,180	893	975	1,138
March .....	1,538	978	777	1,042	704	1,062	1,263	594	1,228	1,098
April .....	899	854	497	578	691	661	464	630	438	719
May .....	901	738	723	853	739	756	807	622	673	915
June .....	591	482	317	319	456	388	315	395	381	398
July .....	168	220	296	344	176	227	250	450	298	202
August .....	152	259	260	203	124	120	96	119	76	130
September .....	476	378	446	401	388	312	112	297	188	408
October .....	761	776	661	616	805	1,011	356	682	289	330
November .....	687	900	962	776	1,045	1,236	1,271	1,235	1,165	1,031
December .....	600	480	475	485	352	707	247	495	379	533
Totals .....	8,396	7,708	6,908	7,208	7,098	8,213	6,761	7,534	7,103	7,948

TABLE B

The Number of Books Purchased in 1912 was as follows :

(A List, in detail, for 1912, will be found at the end of this report.)

General Works .....	18	Useful Arts .....	144
Philosophy .....	36	Fine Arts .....	181
Religion .....	17	Literature .....	135
Sociology .....	285	History .....	336
Philology .....	45		
Natural Science .....	76	Totals .....	1,273

TABLE C

Table Showing Number of Books Donated to the Library During the Years 1905-1912

—	1905	1906	1907	1908	1909	1910	1911	1912
Text-Books .....	95	326	25	13	15	21	27	15
Miscellaneous .....	37	177	42	32	47	87	110	82
Totals .....	132	503	67	45	62	108	137	97

TABLE D

Newspapers and Magazines Received During the Years 1907-12

—	1907	1908	1909	1910	1911	1912
Number of daily and weekly newspapers received....	87	89	92	94	96	96
Number of magazines and other periodicals received..	101	107	109	110	132	131
Totals .....	188	196	201	204	228	227

TABLE E

Books, Magazines, etc., Bound During the Years 1900-1912

1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912
37	83	71	4	81	45	217	58	148	149	171	158	207

LIST OF BOOKS PURCHASED DURING 1912, WITH NAMES OF AUTHORS,  
FOLLOWED BY A LIST OF REPORTS AND OTHER DOCUMENTS  
RELATING TO EDUCATION, ETC., AND RECEIVED  
DURING THE SAME PERIOD

## General Works

- A Guide to Books on Ireland, by Stephen J. Brown.  
 Reading References for English History, by H. L. Cannon.  
 A Library Primer, 5th ed. rev., by John Cotton Dana.  
 Decimal Classification, 7th ed., by Melville Dewey.  
 Library Work, by A. L. Guthrie.  
 The Public Library, by E. A. Hardy.  
 Illuminated Manuscripts, by J. A. Herbert.  
 Bibliography of Eighteenth Century Art and Illustrated Books, by J. Lewine.  
 A. L. A. Catalogue 1904-1911, Class list.  
 Book Review Digest, Fifth, Sixth and Seventh Cumulation.  
 The British Magazine, 1760.  
 The Canadian Magazine, 1871.  
 Library Work. Cumulated 1905-1911.  
 London Magazine (The), 1758.  
 Poole's Index to Periodical Literature, 1st and 2nd Supplement, 1882-1892.

## Philosophy

- Success for Boys, by A. M. Apel.  
 Dictionary of Philosophy and Psychology, Volumes 1 and 2, James Mark Baldwin, ed.  
 The Girl's Book about Herself, by A. B. Barnard.  
 Matter and Memory, by H. Bergson.  
 Philosophy, by Nicholas Murray Butler.  
 The Normal Child and Primary Education, by A. L. and B. C. Gesell.  
 The Five Great Philosophies of Life, by William DeWitt Hyde.  
 Some Problems of Philosophy, by William James.  
 Memories and Studies, by William James.  
 The Individual in the Making, by E. A. Kirkpatrick.  
 Elements of Physiological psychology, by G. T. Ladd and R. S. Woodworth.  
 The Economy of Happiness, by James Mackaye.  
 The Beauty of Self-Control, by J. R. Millar.  
 The Psychology of Thinking, by I. E. Miller.  
 A History of Witchcraft in England from 1558 to 1718, by Wallace Notestein.  
 An Outline of Individual Study, by G. E. Partridge.  
 The Essentials of Psychology, by W. B. Pillsbury.  
 Happy School Days, by M. E. Sangster.



**Philosophy—Con.**

- English Philosophers and Schools of Philosophy, by James Seth.  
 The Feeble-minded: a Guide to Study and Practice, by E. B. Sherlock.  
 The Application of Logic, by Alfred Sidgwick.  
 The Use of Words in Reasoning, by Alfred Sidgwick.  
 Psychopathological Researches, by Boris Sidis.  
 Multiple Personality, by Boris Sidis and S. P. Goodhart.  
 The Girl in her Teens, by Margaret Slattery.  
 Just over the Hill, by Margaret Slattery.  
 The Adolescent, by J. W. Slaughter.  
 The Groundwork of Psychology, by G. F. Stout.  
 A Text-book of Psychology, by Edward B. Titchener.  
 A Text-book of Psychology, Part II, by Edward B. Titchener.  
 Boy Wanted, by Nixon Waterman.  
 The Girl Wanted, by Nixon Waterman.  
 A Manual of Logic, Volumes 1 and 2, by J. Welton.  
 Introduction to Psychology, by R. M. Yerkes.

**Religion**

- Primer on Teaching, by John Adams.  
 The Soul of the Indian, by C. A. Eastman.  
 The Story of the Bible from Genesis to Revelation, by Charles Foster.  
 The Adventure of Life, by Wilfred T. Grenfell.  
 Jubilee of the Diocese of Toronto, 1839 to 1889, by H. Scadding and J. G. Hodgins.  
 Problems of Life, by C. A. Houghton.  
 Hurlbut's Story of the Bible told for Young and Old, by Jesse Lyman Hurlbut.  
 Myths and Legends of Alaska, by K. B. Judson.  
 The Aulneau Collection, A. E. Jones, ed.  
 Mission du Saguenay, by P. A. E. Jones.  
 The Song of Our Syrian Guest, by William A. Knight.  
 Myths and Legends of Flowers, Trees, Fruits, and Plants, by Charles M. Skinner.  
 The Chaldean Account of Genesis, by George Smith.  
 The Journal of the Bishop of Montreal, 1845.  
 Memorable Passages from the Bible.  
 Selections from the Old Testament.

**Sociology**

- Efficient Democracy, by W. H. Allen.  
 Woman's Part in Government, by W. H. Allen.  
 Annexation, Preferential Trade and Reciprocity, by C. D. Allin and G. M. Jones.  
 British Dominions, by W. J. Ashley.  
 An Introduction to English Economic History and Theory, Volumes 1 and 2, by W. J. Ashley.  
 Letters on Amphibious Wars, by G. G. Aston.  
 The Betrayal, by L. C. Beresford.

**Sociology—Con.**

Britain Across the Seas, America, by A. G. Bradley.  
 Selections on Child Labor, by Edna D. Bullock.  
 Woman and the Trades, by E. B. Butler.  
 English Costume: Book 1, Early English, by Dion Clayton Calthrop.  
 English Costume: Book 2, Middle Ages, by Dion Clayton Calthrop.  
 English Costume: Book 3, Tudor and Stuart, by Dion Clayton Calthrop.  
 English Costume: Book 4, Georgian, by Dion Clayton Calthrop.  
 Commercial Law, by J. A. Chamberlain.  
 The Royal North West Mounted Police, by E. J. Chambers.  
 The Declaration of London, by Arthur Cohen.  
 The Golden Land, by Arthur E. Copping.  
 Social Forces, by Edward T. Devine.  
 The Spirit of Social Work, by Edward T. Devine.  
 History of Money in the British Empire, by Agnes F. Dodd.  
 History of Money in the British Empire and the United States, by Agnes

**F. Dodd.**

The Theory of Human Progression, by Patrick E. Dove.  
 Hero-myths and Legends of the British Race, by M. I. Ebbutt.  
 Federations and Unions Within the British Empire, by H. E. Egerton.  
 Sociology and Modern Social Problems, by C. A. Ellwood.  
 A Short Constitutional History of England, by H. St. C. Feilden.  
 The Imperial Conference of 1911 from within, by John G. Findlay.  
 The English Constitution, by Edward Fischel.  
 American Political Ideas, by John Fiske.  
 Introduction to Political Science, by J. W. Garner.  
 Children and the Law, by W. H. S. Garnett.  
 Elements of English Law, by W. M. Geldart.  
 Protection or Free-trade, by Henry George.  
 The Man-made Work, by C. P. Gillman.  
 The History of the English Constitution, by Rudolph Gneist.  
 Myths and Legends of the Middle Ages, by H. A. Guerber.  
 Myths of the Norseman, by H. A. Guerber.  
 Universities and National Life, by Viscount Haldane.  
 The Story of the Empire, by G. T. Hankin.  
 The New Social Democracy: a Story for the Times, by J. H. Harley.  
 Problems of Local Government, by G. Montague Harris.  
 The British Empire and its History, by E. G. Hawke.  
 Heaton's Annual: the Commercial Handbook of Canada, by Ernest Heaton.  
 Social Evolution and Political Theory, by Leonard T. Hobhouse.  
 The Industrial System, by J. A. Hobson.  
 A Historical Survey of the Customs, Habits, and Present State of the Gypsies,  
 by John Hoyland.

Cuchulain, by Eleanor Hull.  
 Proportional Representation, by John H. Humphreys.  
 The Woman's Book, by F. B. Jack and R. Strauss.  
 The Imperial Conference, Volumes 1 and 2, by Richard Jebb.  
 My Story, by Tom. L. Johnson.  
 The Girl that goes Wrong, by Reginald Wright Kauffman.  
 The Growth of the British Empire, by A. C. and P. H. Kerr.

**Sociology—Con.**

A History of Italian Unity, Volumes 1 and 2, by Bolton King.

Canada and the Empire, by W. R. Lawson.

What Does Christmas Really Mean, by J. T. McCutcheon and J. L. Jones.

Child Problems, by Geo. B. Mangold.

The British Colonies: Their History, Extent, Condition and Resources, Volumes 1 and 2, by R. Montgomery Martin.

Emigration Fields, North America, The Cape, Australia and New Zealand, by Patrick Matthew.

Social Adjustment, by Scott Nearing.

The Revolt in Canada, by Edward Porritt.

Britain Overseas, by J. E. Parrott.

Colonies and Colonial Federations, by E. J. Payne.

The Future of England, by George Peel.

Two Tracts on Civil Liberty, by Richard Price.

A Poor Man's House, by Stephen Reynolds.

Myths and Legends of the Celtic Race, by T. W. Rolleston.

An Essay on the History of the English Government and Constitution, by John Earl Russell.

Mixed Herbs, by M. E. S., pub. by Sampson: London, 1908.

Boy Scouts of America, by Ernest T. Seton.

The Christmas Spirit: a Book of Merriment, Comfort, and Cheer, by George Henry Starr.

English Constitutional History, by T. P. Taswell-Langmead.

The Origin and Growth of the American Constitution, by Hannis Taylor.

The Case Against Tariff Reform, by E. E. Todd.

Parliamentary Government in the British Colonies, by Alpheus Todd.

My Neighbor's Landmark, by F. Verinder.

My Larger Education, by Booker T. Washington.

Almanack, 1912, by Joseph Whitaker.

Problems of Boy Life, by J. H. Whitehouse.

An Hour with the Fairies. (Pleasant Hour Stories), by Kate Douglas Wiggin and N. A. Smith.

Tales from the Eddas, by E. M. Wilmot-Bruyton.

The Province of the State, by Roland K. Wilson.

Constitutional Government in the United States, by Woodrow Wilson.

The Meaning of Money, by Hartley Withers.

A Christmas Vision, by Mary B. Wyllys.

American Year Book, 1911, pub. by Appleton: New York, 1912.

First Lessons in British Government, New ed. rev. to 1904, pub. by Nelson: London, 1904.

Institute of Bankers: Examination Papers and Answers, 1911, pub. by Waterlow: London, 1912.

An Outline for the Study of American Civil Government. New England, History Teachers' Ass'n.

Report from the Select Committee on the Civil Government of Canada. Quebec, 1829.



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- Text-book of School and Class Management, Volume 2, by Felix Arnold.  
 Thoughts on Education, by Matthew Arnold.  
 Harbutt's Modelling for the Standards, by E. N. B., pub. by Pitman: London.  
 Classroom Management: its Principles and Technique, by Wm. Chandler Bagley.  
 Craftsmanship in Teaching, by Wm. Chandler Bagley.  
 The Nature-study Idea, by Liberty Hyde Bailey.  
 The Outlook to Nature, by Liberty Hyde Bailey.  
 Handwork as an Educational Medium and other Essays, by P. B. Ballard.  
 Colleges in America, by John M. Barker.  
 Story Telling with the Scissors, by M. H. Beckwith.  
 The Recitation, by George H. Betts.  
 A Course of Practical Lessons in Hand and Eye Training, 4 Volumes, by A. W. Bevis.  
 A Special Study of the Incidence of Retardation, by L. B. Blan.  
 The Vocational Guidance of Youth, by M. Bloomfield.  
 The Educational Theory of Jean Jacques Rosseau, by Wm. Boyd.  
 Busy Hands, by I. F. Bowker.  
 School Organization, by S. E. Bray.  
 The Training of Teachers for Secondary Schools in Germany and United States, by John Franklin Brown.  
 Fundamental Facts for the Teacher, by E. B. Bryan.  
 Public Schools for Girls, by S. A. Burstall, and M. A. Douglas.  
 The History of the University of Cambridge from its Origin to 1759, Volumes 1 and 2, by Edmund Carter.  
 Class Teaching and Management, by W. E. Chancellor.  
 Experimental Pedagogy and the Psychology of the Child, by Ed. Claperide.  
 The Social Composition of the Teaching Population, by L. D. Coffman.  
 Eton in the Forties, by A. D. Coleridge.  
 The Learning Process, by Stephen Sheldon Colvin.  
 The Great Didactic, Part II.—Text, by John Amos Comenius.  
 Handbook of Nature Study, by A. B. Comstock.  
 Studies in the History of Classical Teaching, by T. Corcoran.  
 A New Interpretation of Herbart's Psychology and Educational Theory, by John Davidson.  
 Industrial Education Considered in its Relation to the High School Problem, by A. D. Dean.  
 Of Royal Education: a Fragmentary Treatise, ed. Bulbring, by Daniel Defoe.  
 Nature Studies and Fairy Tales, 2 Volumes, by Catherine I. Dodd.  
 Tell it Again Stories, by E. T. Dillingham, and A. P. Emerson.  
 History of the University and Colleges of Cambridge, Volumes 1 and 2, by George Dyer.  
 Essays on Practical Education, Volumes 1 and 2, by M. and R. L. Edgeworth.  
 Berlin Course of Easy Wood-work, by W. G. Field.  
 The School, by J. J. Findlay.  
 The Educational Views and Influence of DeWitt Clinton, by E. A. Fitzpatrick.  
 A Nature Study Guide, by W. S. Furneaux.  
 Education in Early England, by Frederick J. Furnivall

**Education—Con.**

- Annals of Educational Progress in 1910, by J. P. Garber.  
 Idols of Education, by C. M. Gayley.  
 Lectures and Addresses: Academical, by W. E. Gladstone and Others.  
 Manual Training, by Woldemar Goetze.  
 Stickwork, by A. H. Goldfinch.  
 The Canadian Naturalist, by P. H. Gosse.  
 Great Educators of Three Centuries, by F. P. Graves.  
 The Educational Ideas of Pestalozzi, by J. A. Green.  
 A Primer of Teaching Practice, by J. A. Green and C. Birchenough.  
 The Career of the Child, by M. P. E. Groszmann.  
 Some Fundamental Verities in Education, by M. P. E. Groszmann.  
 Advanced Knife Work, by W. C. A. Hammel.  
 Elementary Knife Work, by W. C. A. Hammel.  
 Mental Discipline and Educational Values, by W. H. Heck.  
 A Text-book in the Principles of Education, by E. N. Henderson.  
 Woodwork in the Common School, by F. A. Hinckley.  
 What is and What Might Be, by Edmund Holmes.  
 Idealism in Education or First Principles in the Making of Men and Women,  
 by H. H. Horne.  
 Thoughts on Education, L. Huxley, ed.  
 The Teacher's Philosophy In and Out of School, by W. DeWitt Hyde.  
 The Rise of the High School in Massachusetts, by A. J. Inglis.  
 Education and Statesmanship in India, by H. R. James.  
 The Social Factors Affecting Special Supervision, etc., by W. A. Jessup.  
 Education as Growth, by L. H. Jones.  
 Principles of Education, by W. F. Jones.  
 First Lessons in Hand and Eye Training, by Gustav Kalb.  
 Education for Citizenship (Prize Essay), by George Kerschensteiner.  
 Progress Through the Grades of City Schools, by C. H. Keyes.  
 Public Education in Germany and in the United States, by L. R. Klemm.  
 Educational Charters and Documents, by A. F. Leach.  
 The Educational Theory and Practice of T. H. Green, by A. P. Leland.  
 Clay-work, by K. M. Lester.  
 School Hygiene, by Robert A. Lyster.  
 A History of Eton College (1440-1910) 4th ed. rev., by H. C. Maxwell Lyte.  
 The Child and the State, by M. McMillan.  
 Auxiliary Education, by B. Maennel.  
 The Unfolding of Personality as the Chief Aim in Education, by T. Mark.  
 Syllabus of a Course of Study, by Paul Monroe.  
 A Cyclopedia of Education, Volume 3, edited by Paul Monroe.  
 The Montessori Method, by Maria Montessori.  
 The Teacher's Manual of Object Lessons, by V. T. Murché.  
 The Teacher's Manual of Object Lessons in Elementary Science, Volumes 1,  
 2 and 3, by V. T. Murché.  
 The Teacher's Manual of Object Lessons in Geography, by V. T. Murché.  
 The Teacher's Manual of Object Lessons, Junior, by V. T. Murché.  
 The Teacher's Manual of Object Lessons, Senior, by V. T. Murché.  
 Constructive Work, by C. E. Newell.  
 Educational Pamphlets, by John Nichol and Others.

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- The Ideal Teacher, by G. H. Palmer.  
 Choosing a Vocation, by Frank Parsons.  
 Outlines of School Administration, by A. C. Perry.  
 Dooryard Stories, by C. D. Pierson.  
 Tales of a Poultry Farm, by C. D. Pierson.  
 The Outlines of Educational Psychology, by Henry William Pyle.  
 Spinoza as Educator, by W. L. Rabenort.  
 The Aims and Methods of Nature Study, by John Rennie.  
 Paper Sloyd, by E. A. Rich.  
 The Religious Question in Public Education, by A. Riley, M. E. Sadler, and C. Jackson.  
 Agricultural Instruction in the Public and High Schools of the United States, by C. H. Robison.  
 The Economics of Manual Training, by L. Rouillion.  
 Educational Essays, by M. E. Sadler.  
 The State and Education: an Historical and Critical Essay, 2nd ed., by Charles Henry Schaible.  
 The Psychology of Conduct, by H. H. Schroeder.  
 Philistine and Genius, by Boris Sidis.  
 The Essentials of Character, by E. O. Sisson.  
 All the Children of all the People, by William H. Smith.  
 The Problem of Vocational Education, by David Sneddon.  
 Chapters on the Aims and Practice of Teaching, Frederic Spencer, ed.  
 Experiments in Educational Psychology, by Daniel Starch.  
 The Question as a measure of Efficiency in instruction, by R. Stevens.  
 Music of the Wild, by Gene Stratton-Porter.  
 A Brief Course in the Teaching Process, by George Drayton Strayer.  
 Plutarch on Education, by Charles W. Super.  
 Paper Modelling, by M. Swannell.  
 Educational Psychology, by E. L. Thorndike.  
 Individuality, by E. L. Thorndike.  
 Art for the Eye, by Ross Turner.  
 Universities of the World, by Charles Franklin Thwing.  
 Causes of the Elimination of Students, etc., by J. K. Van Denburg.  
 Rainy Day Pastimes for Children, by Baroness Von Palm.  
 School Planning at Home and Abroad, by William H. Webb.  
 Forms for Criticism Lessons, by J. Welton.  
 The Psychology of Education, by J. Welton.  
 The Logical Basis of Education, by J. Welton.  
 Principles and Methods of Moral Training, by J. Welton and F. G. Blandford.  
 On the Principles of English University Education, 2nd ed., by William Whewell.  
 On a Liberal Education in General, by William Whewell.  
 Character Lessons in American Biography, by James Terry White.  
 When Should a Child Begin School, by W. H. Winch.  
 American College and Private School Directory, 1911, pub. by Chicago Educational Aid Society, 1911.  
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Exact Account of the Number, Names, Founders and Years of Foundation of Public Schools in England, pub. by Croom: London, 1687.

Gowan's Nature Books in 24 Volumes, pub. by Gowans: London, 1909.

The Irish Educational Year Book: Who's Who and Diary 1912, pub. by Educational Co.: Dublin, 1912.

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Oxford University Examination Papers, Second Public Examination, Trinity Term, 1912.

Report from a Select Committee on the State of Education in England and Wales, with the Minutes of Evidence and Index, 1834, pub. by King's Printer: London, 1834.

Return to an Address to the Honourable the House of Commons 1869.

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The Schoolmasters' Yearbook and Directory, 1910, pub. by Sonnenschein: London, 1910.

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The Story of the Manchester High School for Girls.

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Thirteen Essays on Education, by Members of the XIII, published by Percival: London, England, 1891.

University of Edinburgh, Examination Papers for Degrees in Art, Sept., 1910, July, 1911.

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**Philology**

Dictionary of French and English and English and French, compiled by John Bellows.

Plan of Work, by G. Burchill and Others.

The Progressive road to Reading, Nos. 1, 2, 3 and 4, by G. Burchill and Others.

Elements of Rhetoric and English Composition, by G. R. Carpenter.

Heroes and Greathearts, by John T. Dale.

Chambers' Twentieth Century Dictionary, edited by Thomas Davidson.

Dictionary of Idiomatic English Phrases, by J. M. Dixon.

The Concise Oxford Dictionary of Current English, edited by H. W. and F. G. Fowler.

The Infant's Colored Reader, edited by John Gill.

The Infant's Primer, edited by John Gill.

A Dictionary of Provincial and Archaic Words, by James Orchard Halliwell.

A Manual of Latin Word Formation, by Paul N. Jenks.

A Modern English Grammar, by Otto Jespersen.

**Philology—Con.**

Progress in Language, by Otto Jespersen.  
 Phonetic Transcriptions of English Prose, by Daniel Jones.  
 The Pronunciation of English, by Daniel Jones.  
 The Teaching of Foreign Languages, by F. B. Kirkman.  
 The Royal English Dictionary and Word Treasury, by Thomas T. MacLagan.  
 A History of Classical Philology, by H. T. Peck.  
 English Composition, by F. J. Rahtz.  
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 Specimens of English, by Walter Rippmann.  
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 Alphabets: A Manual of Lettering, etc., by E. F. Strange.  
 The History of Language, by Henry Sweet.  
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 A Complete Latin English and English Latin Dictionary, by John T. White.  
 The Graphic English Dictionary, edited by A. M. Williams.  
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**Natural Science**

Beginners' Botany, by L. H. Bailey.

Botany, by L. H. Bailey.

First Lessons with Plants, by L. H. Bailey.

Wonders of Plant Life, by S. L. Bastin.

Elements of Business Arithmetic, by A. H. Bigelow and W. A. Arnold.

Modern Science Reader, by R. M. Bird.

Peeps at the Heavens, by James Blaikie.

The American Bird Fancier, by D. G. Browne.

Under the Roof of the Jungle, by C. L. Bull.

The Pupils' Arithmetic, Books 1-4, by J. C. Byrnes, and Others.

A University Text-book of Botany, by D. H. Campbell.

Text-book of Elementary Biology, by H. J. Campbell.

Catch Questions in Arithmetic, by A. D. Capel.

Water, its Origin and Use, by William Coles-Finch.

The Dawn of British History, by Alice Corkran.

The Doctrine of Evolution, by H. E. Crampton.

Elements of Zoology, by C. B. and G. C. Davenport.

Climate and Weather, by H. N. Dickson.

Doughty's Technical Guide, by Thomas Doughty.

The Propagation of Plants, by Andrew S. Fuller.

Bird Wonders of the Zoo, by Lillian Gask.

**Natural Science—Con.**

- The Gilbert Arithmetics, 3 Volumes, by C. H. Gleason and C. B. Gilbert.  
 North American Index Fossils, Volumes 1 and 2, by A. W. Graban and H. W. Shimer.  
 Electro-plating, by Paul N. Hasluck.  
 The Life Story of a Lion, by Agnes Herbert.  
 The Elementary Geography in and About our Islands, by F. D. Herbertson.  
 A First Year Physical Chemistry, by T. P. Hilditch.  
 Astronomy, by Arthur R. Hinks.  
 Cave, Mound, and Lake Dwellers, by F. Holbrook.  
 Paths of the Mound Building Indians, by A. B. Hulbert.  
 Simple Problems in Industrial Arithmetic, by B. Hunt.  
 The Theory of Electrolytic Dissociation, by Harry C. Jones.  
 Commerical Arithmetic: Answers, by G. S. Kimball.  
 Commercial Arithmetic, by G. S. Kimball.  
 The Sea and its Wonders, by Mary and Elizabeth Kirby.  
 The Nature and Work of Plants, by Daniel T. Macdougall.  
 Advanced Geometry for High Schools: Synthetic and Analytical, by A. H. McDougall.  
 Getting Acquainted with the Trees, by J. H. McFarland.  
 Studies of our Cone Bearing Trees, by E. R. Mosher.  
 Studies of our Fruit and Nut Bearing Trees, by E. R. Mosher.  
 Studies of our Oaks and Maples, by E. R. Mosher.  
 The Pedigree of the English People, by Thomas Nicholas.  
 Wild Flowers as they Grow, by H. E. Nuttall.  
 Mendelism, by R. C. Punnett.  
 More Kindred of the Wild, by Charles G. D. Roberts.  
 Butterfly and Moth Book, by Ellen Robertson-Miller.  
 Earth and Sky Every Child Should Know, by Julia Ellen Rogers.  
 Trees Every Child Should Know, by Julia Ellen Rogers.  
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 Introduction to General Science with Experiments, by Percy E. Rowell.  
 Secondary-school Mathematics, by R. L. Short and W. H. Elson.  
 Electric Toy Making for Amateurs, by T. O'Connor Sloane.  
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 The Teaching of Geometry, by D. E. Smith.  
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 Complete Business Arithmetic, by George H. Van Tuyl.  
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 Marvels of Fish Life, by Francis Ward.  
 Arithmetic, Books 1, 2, and 3, by G. Wentworth and D. E. Smith.  
 Vocational Algebra, by G. Wentworth and D. E. Smith.  
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**Useful Arts**

The Real Cause of Stammering, by Alfred Appelt.

Needlecraft, by Effie Archer.

Perfumes and their Preparation, by George W. Askinson.

Elementary School Agriculture, by E. B. Babcock and C. A. Stebbins.

Forging, by John Lord Bacon.

The Country-life Movement in the United States, by L. H. Bailey.

The State and the Farmer, by L. H. Bailey.

Silk Culture, by C. E. Bamford.

Barry's Fruit Garden, by P. Barry.

Switchboards, by William Baxter.

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APPENDIX T

REPORT OF THE SUPERINTENDENT OF THE ONTARIO INSTITUTION  
FOR THE DEAF AND DUMB

Minister of the Government in Charge  
HON. R. A. PYNE, M.D., LL.D., M.P.P.

Officers of the Institution

C. B. Coughlin, M.D..... Superintendent.  
J. W. Pearce..... Bursar.  
W. W. Boyce, M.D..... Physician.  
Miss E. A. Willoughby..... Matron.

Teachers

Manual	Oral
D. R. Coleman, M.A. (Head Master).	W. J. Campbell.
J. C. Balis, B.A.	G. F. Stewart.
Mrs. J. C. Balis.	H. L. Ingram.
Miss Templeton.	Miss M. Evoy.
Miss Linn.	T. A. Pratt.
Miss James.	Miss I. B. Palen.
Miss Bull.	Miss L. Deannard.
Miss Brown.	Miss P. Campbell.
	Miss F. Cross.
	Miss K. Ford.
Domestic Science.....	Miss M. A. Kitts.
Fancy Work .....	Miss M. Bull.
Manual Training .....	H. L. Ingram.
Miss I. McBride.....	Clerk.
Miss P. E. Roberts.....	Trained Nurse and Instructress in Nursing.
Miss M. A. Kitts .....	Assistant Matron and Supervisor of Girls.
Miss K. B. Scott.....	Teacher of Sewing.
Wm. Nurse .....	Storekeeper and Assistant Supervisor of Boys.
W. S. Minns .....	Supervisor of Boys.
Chas. R. Ford .....	Printer and Instructor in Printing.
A. Morrice.....	Shoemaker and Instructor in Shoemaking.
J. Boyd .....	Baker and Instructor in Baking.
J. Dowrie .....	Carpenter and Instructor in Carpentering.
R. J. R. Shorthill, B.S.A. ....	Teacher of Agriculture and Farmer.
C. J. Peppin .....	Engineer.

## INSTITUTION FOR THE DEAF,

BELLEVILLE, ONT., October 31st, 1912.

HON. R. A. PYNE, M.D., LL.D., M.P.P.,

*Minister of Education for Ontario.*

SIR,—I have the honour to submit the Annual Report of the Ontario Institution for the Deaf for the year ending October 31, 1912.

**The Attendance**

The number of pupils in attendance during the session 1911-12 was considerably less than that of the previous session, owing to causes that were given in my last report. It was also pointed out at that time that it was not to be expected that this decrease would be permanent. The correctness of this prediction is proven by the increased attendance at the beginning of the current session, and there is a likelihood of a still larger number of pupils being enrolled during the remainder of the session.

**Health and Progress**

Steady and substantial progress is being made in the educational work along the lines indicated in my previous report. We are making a special effort, so far as conditions will permit, to do more advanced work in reading and literature than has ever been heretofore attempted; and, while the results so far accomplished fall very far short of the ultimate standard we have in view, yet the progress made has been most encouraging, and will stimulate us to continued and increased efforts in the same direction.

The health of the pupils and of the staff has been exceptionally good during the year, and, as a consequence, there have been very few interruptions in the regular work. A large proportion of the pupils were not absent from class for even one day during the session. This result has been obtained for the pupils by constant vigilance, on the part of the officers, as to suitable clothing, recreation in the open air, and promptness in detecting and giving attention to slight ailments, which, if neglected, might have resulted in more serious illness. In addition to this watchfulness, the food supplied is of the most suitable kind and of the best quality, and our own herd of cows furnishes an abundant supply of the best grade of milk, obtained under strictly sanitary conditions. I insert below a sample copy of a week's menu, which fairly represents the kind and variety of the food supplied throughout the session.

**Menu for the Pupils' Dining-Room for Week October 13-19, 1912****Sunday—**

Breakfast—Beef hash, bread, butter, milk, coffee.

Dinner—Roast beef, gravy, boiled potatoes, grapes, bread, butter.

Tea—Strawberry preserves, cake, bread, butter, milk, tea.

**Monday—**

Breakfast—Oatmeal porridge, milk, sugar, syrup, bread, butter, tea.

Dinner—Beef stew, corn-starch pudding, potatoes, bread, butter, fruit.

Tea—Bread, butter, crab-apples, milk, tea.

**Tuesday—**

Breakfast—Hash, bread, butter, milk, coffee.

Dinner—Beef steak, gravy, boiled potatoes, rice pudding, bread, butter.

Tea—Syrup, cake, bread, butter, milk, tea.

**Wednesday—**

Breakfast—Oatmeal porridge, syrup, sugar, bread, butter, milk, tea.

Dinner—Corned beef, cabbage, potatoes, bread, butter, fruit.

Tea—Potatoes, bread, butter, milk, tea.

**Thursday—**

Breakfast—Hash, bread, butter, milk, coffee.

Dinner—Hamburg steak, potatoes, gravy, turnips, bread, butter.

Tea—Apple sauce, bread, butter, milk, tea.

**Friday—**

Breakfast—Oatmeal porridge, sugar, syrup, bread, butter, milk, tea.

Dinner—Canned salmon, boiled potatoes, beets, chocolate blanc-mange, bread, butter.

Tea—Bread, butter, cake, honey, milk, tea.

**Saturday—**

Breakfast—Oatmeal porridge, sugar, syrup, bread, butter, milk, tea.

Dinner—Soup, beef steak and onions, boiled potatoes, gravy, butter, bread.

Tea—Cheese, crackers, bread, butter, cocoa, milk.

NOTE.—Pupils under twelve are not given tea or coffee. All of the pupils are allowed to have as much milk as they desire at every meal.

Considerable progress has been made in the construction of our new girls' dormitory, which we trust will be ready for occupancy next fall when school opens. Before the plans for this building were drawn, Mr. Heakes and myself inspected a number of the most modern and up-to-date dormitory buildings in Canada and the United States, and in preparing the plans we sought to incorporate into them the best features of each. We feel confident that our building will be, so far as comfort and healthfulness and all the purposes for which it is intended, are concerned, second to none on the continent, and this is as it should be in the rich Province of Ontario. When the girls are removed to the new building we will, for the first time, feel a sense of security so far as they are concerned. It will be a great consolation to parents and to those in charge of the pupils here, to know that all danger resulting from fire is practically eliminated. Our present building is very much safer now than formerly, on account of the new fire-escapes; yet, in a four-storey building, with a large number of children sleeping on the top flat, a fire during the night might result in a catastrophe, despite every precaution that could possibly be taken.

We hope the erection of the boys' dormitory will be got properly under way in the Spring, both for the sake of the comfort, safety and health of the boys, and also in order to enable us to at once re-arrange our present main building so as to provide for needed school-room accommodation in keeping with modern requirements. These are now lacking to such an extent that we have been obliged to



obtain one room by cutting off a corner of the shoe-shop, in which work is being carried on all day long. Several of the present class-rooms are insufficiently lighted, while in two of them the sun has never shone since the building was erected. It is also impossible to properly ventilate any of the rooms. The government very properly requires a high standard of accommodation and equipment for public schools throughout the Province, yet it is stating the truth mildly to say that some of the class-rooms now in use at this Institution are inferior to those in any public school in any city in Ontario.

In my report for 1908 I urged the very great need in this Province of a compulsory education law clearly applicable to deaf children. I am advised that the Public School Compulsory Attendance law does not apply to such children, and, even if it does, it makes no definite provision for its enforcement as regards the deaf and the blind. That such a law is needed is evinced by the fact that, to my knowledge, there are several deaf children of school age in this Province who are not receiving any education, and it is more than likely that there are others that I have never heard of, and some of these will probably never be educated unless compulsion is used. I would respectfully ask that this matter be given your careful consideration.

#### **Meeting of the American Association to Promote the Teaching of Speech to the Deaf**

During the summer I had the pleasure of attending the ninth meeting of the American Association to Promote the Teaching of Speech to the Deaf. This meeting was held at the State School for the Deaf, Providence, Rhode Island, and was in continuous session from June 25th to July 2nd, both days inclusive. The convention was attended by superintendents, principals, teachers and philanthropic friends of the deaf from various parts of the United States and Canada. Notable among the great attendance were two who at one time claimed Canada as their home, Dr. Alexander Graham Bell, founder and first president of the Association, and Dr. Crouter, Superintendent of the Mt. Airy School for the Deaf, Philadelphia, and the present president of the Association. Dr. Crouter was a Belleville boy who left home in the sixties to seek his fortune in the United States. In this chosen profession he has reached the very top, as perhaps, considering size, organization, and equipment, the Mt. Airy School, of which he is Superintendent, stands without an equal.

The convention was opened by Mr. John F. McAlevy, President of the Board of Trustees of the Rhode Island School, in an address extending to the members a cordial welcome to Providence. This was followed by an address by Hon. Zenas W. Bliss, Lieutenant-Governor of Rhode Island, extending greetings on behalf of the State. Addresses were also given by Mr. E. G. Hurd, Superintendent of the School, and other prominent Rhode Islanders, all expressing towards the work of the convention the most kindly feelings. During the meeting Mr. McAlevy and his Board of Trustees were not only indefatigable in providing every necessity of the convention, but were also most generous in providing entertainment. The papers read and the discussions which took place were both interesting and practical. Were it possible the whole proceedings would be well worthy of a place in this report but, as space will not permit, I will only insert the addresses by Dr. Crouter and Miss Helen Keller and the paper on reading by Mr. S. G. Davidson of the Mt. Airy School, also an extract from the address on limitations, by Mr. E. W. Walker, Superintendent, State School for the Deaf, Delavan, Wisconsin.

## Dr. A. L. E. Crouter, President of the Association

*Ladies and Gentlemen*.—The American Association to Promote the Teaching of Speech to the Deaf having attained to years of manhood—it will be twenty-two years old in September next—it has occurred to me that the story of its organization and growth, and its influence in shaping methods of teaching speech to deaf children in our American schools, may not prove uninteresting at this time. The number of those who bore an active part in promoting its incorporation and early activities is rapidly diminishing. Mr. and Mrs. Gardiner Greene Hubbard, A. Melville Bell, Philip Good Gillett, L. S. Fehcheimer, Joseph C. Gordon, Hon. L. J. Dudley, John Hitz, Ellen L. Barton, Anna C. Allen, and others are no more. "They rest from their labours, and their works do follow them." Their memories should ever be cherished by the members of this Association and their names writ high in the records of its history.

Of those yet living who bore an active and highly interested part in the early work of the Association, its organization and development along systematic and well-defined lines of activity, I may be permitted to mention the names of Dr. and Mrs. Alexander Graham Bell, Dr. and Mrs. Z. F. Westervelt, Mr. and Mrs. Edmund Lyon, Mr. F. B. Sanborn, Miss Harriet B. Rogers, Miss Sarah Fuller, Miss Caroline A. Yale, Miss Mary McCowen, Miss Mary H. True, Mr. David Greenberger, Mr. E. Stanley Thompson, Mr. F. W. Booth, Mr. John D. Wright, and others. May they long be spared to further the good work nor cease from well-doing till every deaf child in America, irrespective of condition or school of instruction, may have full and free opportunity to learn to speak.

The initial steps in the formal organization of the Association were taken during the progress of the Twelfth Convention of American Instructors of the Deaf, held at the New York Institution for the Instruction of the Deaf and Dumb at Washington Heights, New York City, in August, 1890, when the friends of the movement met together to effect a temporary organization. After much consideration, and amid many fears and tremblings and plots and counter plots and prophecies of evils present and to come, temporary organization was effected, officers elected and action taken looking toward legal incorporation at the earliest practicable date. The date of this preliminary meeting and temporary organization was August 27th, 1890, nearly twenty-two years ago. On September 16th of the same year the Society acquired legal existence by incorporating under the laws of the State of New York as the American Association to Promote the Teaching of Speech to the Deaf, and coincident with its incorporation it received the munificent sum of \$25,000 from its first President and constant benefactor, Dr. Alexander Graham Bell.

In the Articles of Incorporation the following well-known friends of the movement were named as directors for the first year: Alexander Graham Bell, President; Gardiner G. Hubbard, First Vice-President; Caroline A. Yale, Second Vice-President; Z. F. Westervelt, Secretary and Treasurer; Ellen L. Barton, A. L. Edgerton Crouter, Philip G. Gillett, David Greenberger, Mary H. True.

As stated in its Articles of Incorporation, the objects of the Association are:

"To aid Schools for the Deaf in their efforts to teach Speech and Speech-Reading—

"By providing schools for the training of articulation teachers;

"By the employment of an agent or agents who shall, by the collection and publication of statistics and papers relating to the subject and by conference with teachers and others, disseminate information concerning methods of teaching speech and speech-reading; and

"By using all such other means as may be deemed expedient, to the end that no deaf child in America shall be allowed to grow up 'deaf and dumb,' or 'mute,' without earnest and persistent efforts having been made to teach him to speak and read the lips."

In pursuing these highly laudable objects, the Association for several years past has endorsed the Summer School for the training of articulation teachers and generously contributed toward the maintenance of the normal class of instruction in the Clarke School at Northampton, Massachusetts, from which have been graduated, after a careful and rigorous course of training, over one hundred and sixty highly-trained teachers of speech, nearly all of whom are now engaged in teaching deaf children to speak and to read the lips in our own and in foreign countries.

It holds triennial conventions or meetings of this character, at which, with a view to broaden and stimulate methods of teaching, are gathered together expert teachers from the various schools of our own country and Canada, from England, France, and Germany, and other foreign lands. This is the ninth meeting of the kind that has been held under its auspices. The first and second were held at Lake George, New York; the third was held in Chicago during the Columbian Exposition; the fourth was held at Chautauqua, New York; the fifth at Mt. Airy, Philadelphia; the sixth at Northampton, Massachusetts; the seventh at Pittsburgh, Pa.; the eighth in Chicago, and now this, the ninth and best of all, in your own good city of Providence. In addi-



tion to these triennial meetings, annual meetings are held each year in connection with the meetings of the National Educational Association, which this year meets in Chicago, Illinois.

The Association publishes a monthly illustrated magazine, *The Volta Review*, whose editorial offices are in the Volta Bureau, Washington, D.C., from which are issued from time to time valuable monographs and books relating to speech teaching and allied subjects. Among the books that have been issued, I may mention one particularly, that of "Dumb No Longer," by Fred De Land. Copies of that book are on sale at this meeting, and all members of the Association and all interested in teaching speech to the deaf should avail themselves of the opportunity to purchase a copy. The magazine is published under the direction of a special Publication Committee, of which Dr. Bell is chairman, and, as is stated in the Editorial Foreword of the April, 1910, number, endeavours in each issue to give original articles in Visible Speech Symbols, Speech-Teaching, Lip-Reading, and Aural Training, together with valuable and instructive reading matter on a variety of subjects—history, geography, travel, natural science, etc.—copious illustrations accompanying each number. We feel the magazine is making a distinct record in its special field of effort, and as it is the official organ of the Association, would urge all members to give it earnest and loyal support.

The Volta Bureau, founded and maintained for the collection and dissemination of valuable information relating to the deaf and their instruction, is now under the general management and control of the Board of Directors of the Association. The union was carried into effect shortly after the death of Mr. John Hitz, its lamented first Superintendent, with the view to consolidate under one management the interests of both bodies and to harmonize and unify, as far as possible, their common spheres of work. Thus far the consolidation has proven very helpful in extending the efficiency and usefulness of both organizations. The offices of the Bureau serve also as the offices of the Association. Its Superintendent, Dr. Harris Taylor, in place of Mr. Frank W. Booth, who resigned a year ago to accept the superintendency of the growing Nebraska School for the Deaf at Omaha, where we may be sure he is doing valiant work for the cause, acts as General Secretary of the Association and supervises its invaluable collection of works relating to the general welfare and education of the deaf. The Bureau maintains the largest and most valuable library of books, magazines, pamphlets, and original manuscript papers relating to the general subject of the education of the deaf, their condition and welfare, and allied topics, to be found anywhere in the world.

With this union of interests came the necessity of enlarging the Board of Directors, which now consists of fifteen members, instead of nine, as formerly, who are elected to serve three years. There is also an Advisory Committee of eminent educators consisting at the present time of eleven members, whose helpful advice and assistance is sought from time to time by the Board of Directors as occasion may require.

The officers of the Board, the Directors, and members of the Advisory Committee are at the present time constituted as follows:

*President:* A. L. E. Crouter.

*First Vice-President:* Edmund Lyon.

*Second Vice-President:* Caroline A. Yale.

*Secretary:* Z. F. Westervelt.

*Treasurer:* Frederick Eichelberger.

*Auditor:* Gilbert H. Grosvenor.

*General Secretary and Superintendent of the Volta Bureau:* Harris Taylor.

*Directors:* Harris Taylor, A. L. E. Crouter, G. H. Grosvenor, W. B. Mason, Mary McCowen, David G. Fairchild, Richard O. Johnson, Edmund Lyon, Job Williams, Caroline A. Yale, Sarah Fuller, E. McK. Goodwin, E. A. Gruver, E. G. Hurd, Z. F. Westervelt.

*Advisory Committee:* B. St. John Ackers, Mrs. A. G. Bell, Richard Elliott, Mary S. Garrett, Susan E. Hull, Martin H. Holt, Mrs. A. T. Mills, Harriet D. Rogers, Robert C. Spencer, Mary H. True, A. Wesselius.

*The Volta Review*, published under the direction of a Committee on Publication, with Dr. Bell as Chairman, has the assistance of the following well-known experts as Corresponding Editors: Mabel E. Adams, Tunis V. Archer, Giulio Ferreri, Almira I. Hobart, Enfield Joiner, James Kerr Love, F. K. Noyes, P. Roorda, A. J. Story.

It is significant of the abiding faith and interest the officers of the Association have had in its purposes and work that from the date of its organization and incorporation under the laws of the State of New York, in 1890, to the present time, twenty-two years, but three men, under the constitution, members of the Board of Directors, have filled the presidential chair—Dr. Alexander Graham Bell, Dr. Philip G. Gillet, and the present incumbent; but one Secretary has held office, Dr. Z. F. Westervelt, of Rochester, New York, than whom no man has done more to promote



the best welfare of the Society, and but three Treasurers—Dr. Westervelt, Mr. F. W. Booth, and Mr. Frederick Eichelberger. The mere mention of these well-known men, representing as they do every shade of thought and every line of effort engaged in the work of uplifting the deaf, is sufficient guarantee that the best interests of the Association and of the deaf as a class are carefully conserved at every point and that the highest success must attend its efforts in prosecuting the humane purposes which it was organized to promote.

As already stated, the American Association was organized to promote the teaching of speech to the deaf and collect and disseminate useful information concerning their condition. Its organization was the direct outcome of a resolution unanimously passed by the California Convention of the American Instructors in 1886, which read as follows: "Resolved, That earnest and persistent endeavours should be made in every school for the deaf to teach every pupil to speak and read from the lips." The American Association was not organized to promote any particular method of teaching the deaf. It recognizes all methods. It sympathizes with all efforts made to educate and elevate deaf children. Its members come from all classes of schools—oral schools, sign schools, combined system schools, manual alphabet schools, day schools, boarding schools, public schools, private schools, denominational schools—in fact, every possible shade of belief is found in its membership. It does, however, insist on one thing in all schools, and that one thing is that "earnest and persistent efforts" shall be made to teach every pupil to speak and read from the lips. It rests its claim for public recognition and public support on this one cardinal principle. Nowhere in its constitution or by-laws is there a word to be found condemning sign-making or finger-spelling or writing. As a Society we believe in speech and lip-reading for deaf children, and we insist that every deaf child, in whatever school it may be instructed, shall have full and fair and just opportunity to learn to speak and to read the lips. Some of its members object to sign-making and finger-spelling in association with instruction in speech and lip-reading. They believe such methods of procedure a disadvantage, but in maintaining the faith that is in them they do not go about questioning motives and aspersing character because some of their friends, honestly differing from them, think they find advantage in so doing. We regard all such conduct as unworthy, and do not hesitate to stigmatize it as in the highest degree unprofessional.

Now, to what extent were "earnest and persistent endeavours" being made to teach speech and lip-reading in our American Schools for the Deaf at the time of the passage of the famous California resolution? A brief study of the school statistics on this point discloses some interesting facts. In 1890 there were seventy-seven (77) schools for the instruction of the deaf in the United States, with an attendance of eight thousand nine hundred and one (8,901) pupils, of whom three thousand six hundred and eighty-two (3,682) were taught speech and lip-reading, and five thousand two hundred and nineteen (5,219) were not—that is, of the total number of pupils under instruction in our schools in 1890 but 41.3 per cent. were taught to speak and read from the lips, while 58.7 per cent., considerably more than one-half, received no instruction of any sort in these important branches. Up to the year 1890 the "earnest and persistent efforts" to teach speech and lip-reading to our deaf pupils, as called for by the California resolutions, had only been vouchsafed 41.3 per cent., much less than one-half the total attendance. It was this supine condition of affairs that directly led to the organization of the American Association. The friends of speech and lip-reading insisted that greater effort should be made, that the percentage of speech-teaching was far too small, and that with more earnestness and greater persistency more satisfactory results would be certain to follow, and so our Society was organized and the good work began.

And what has been the result? Let us consult the statistics of the past year in making reply. The story is a surprising one. Our best authorities, the *American Annals* and *The Volta Review*, tell us that out of a total attendance of over 12,700 pupils in our schools at this time 75.4 per cent., an increase of nearly 50 per cent., are taught speech and lip-reading, and but 24.6 per cent. receive no instruction of that character. Thus, in a period of twenty-one years, during which this Association has been attaining its well-won majority, it has witnessed this very remarkable growth in speech-teaching in this country. If this great change may be ascribed to its influence—and we believe without any spirit of pride or vainglory it may in very large part be so ascribed—what may we not expect from its influence and power when it reaches its full maturity! Twenty-one years ago less than half our pupils were taught to speak; to-day less than a fourth are not taught to speak. Twenty-one years ago, outside of the few oral schools that then existed, speech-teaching was regarded in most sign-language schools as little more than an expensive fad—a craze that would soon die out and leave the old-style methods undisturbed. But the fad still continues; the craze is not dead, and to-day sees more and better work being done in all our schools, irrespective of general methods of teaching, than ever before. Old-style inter-

mittent speech-teaching is almost unknown to-day, and oral classes in otherwise combined system schools form a regular, in some the major, part of the recognized work of the school curriculum.

In 1890 there were employed in our schools six hundred and forty-one (641) teachers, of whom two hundred and thirteen (213) were teachers of speech, 33.2 per cent. To-day there are, exclusive of trade teachers, one thousand three hundred and seventeen (1,317) teachers engaged in our schools, of whom nine hundred and sixty-two (962), 73 per cent., are teachers of speech. Here again we find almost a total revolution as to the purposes and methods of our schools. Nor is the influence of the Association to be measured alone by the comparative number of pupils taught to speak and to read from the lips or the number of teachers employed to impart that form of instruction. It is rather to be found in the lessened use and adoration of signs as a medium of communication and instruction, in the increased use of books and spoken and written language, and in the higher standards and ideals of work everywhere observed. Speech, the prevalence of speech, the practice of speech, the observance of speech methods of instruction, wherever introduced, has proven humanizing, elevating, and standardizing of our best efforts as teachers and co-workers in the great cause we have been striving to promote.

I firmly believe the advent of speech-teaching and the establishment of speech schools (boarding and day) has done more to elevate the standards of deaf-mute instruction in this country during the past twenty-five or thirty years than all other causes combined, directly because of the superiority of the methods (all English) involved, and indirectly because of the tremendous push the movement has given to all forms of work in schools not wholly given over to speech methods. Such schools have been put on their mettle, and have been compelled by the competition waged and the force of public opinion aroused to put their best foot forward and buckle down to real hard work. Compare their courses of study of to-day with those of twenty-five years ago, and the tremendous advance made will be at once forced upon you. These schools, therefore, indirectly, if not directly, owe a deep debt of gratitude to the spirit and work of this Association, and I am glad to be able to say at this time and in this place that many of them are rapidly making good their obligations, and that, too, in no mean or miserly way. Many of our most active friends and supporters of to-day come from that group of schools.

Then, again, the reflex effect on the work itself which the strenuous presentation of the benefits to be derived from the teaching of speech and lip reading must not be overlooked or lightly considered. That there has been great progress in the methods of teaching speech to the deaf in the last twenty-five or thirty years is not to be denied. There has been great gain. The work of the present day is conducted along scientific lines almost unknown and rarely practised thirty years ago. While in a way speech teachers have learned to teach by teaching, they owe an immense debt of gratitude to Prof. A. Melville Bell and to Dr. Alexander Graham Bell for their great labours in the field of phonics and alphabets, a service that is coming more and more to be recognized by eminent teachers of those subjects the world over. Then, too, the work is greatly indebted to that teaching genius, Miss Alice F. Worcester, for her invaluable articulation charts now so widely used, and to Miss Caroline A. Yale, teacher and trainer of teachers, for her concise scientific treatises on the formation and development of English sounds.

As an illustration of the progress made during the period in question compare, if you please, the programme of our First Summer Meeting at Lake George in 1890, the first positive awakening, with the programme of our present meeting, which I hope you have in your hands. The difference is most suggestive. Then it was largely theory, excellent theory, to be sure, along careful, well-known lines, much of it at the hands of the distinguished founder of the Association, whose presence here to-day is a source of encouragement and pleasure. But, nevertheless, however brilliant and instructive, it was still in large part theory which required the heat of the years of actual class work since received in our schools to weld it into the concrete, compact forms of sure procedure it now is. The expert teachers and lecturers of to-day tell us not alone of the theory of articulation teaching, but with infinite patience demonstrate how the work must be done in order to attain success. You will, therefore, I am sure, note with satisfaction the prominent place given in our programme to actual practice or demonstration work every working day of the meeting. It is such work as this, reinforced and strengthened by the sound doctrines that precede and follow, that teachers carry home with them and put into practical effect in their class-rooms. Who shall venture to predict what thirty years more may do for the advancement of speech-teaching in our American schools for the deaf.

You will permit me also to mention the gratifying advance made in teaching lip-reading, the handmaid, if not the mistress, of speech-teaching. No one who will take the trouble to visit our schools will fail to notice this marked advance. There is less uncertainty, less guesswork about it, and this, under speech methods of teaching deaf



children, is becoming more and more necessary. It is, indeed, a very real need that must be met. It matters not under what system or method it may be taught; whether Nitchie or Müller-Walle or Bruhn; whether in infantile, youthful, or advanced years; good, reliable lip-reading is a veritable necessity if good results in speech work are to be attained. As stated in my address before the Nineteenth Convention of American Instructors of the Deaf, at Delavan, Wisconsin, last summer, lip-reading is the cornerstone of oral work; satisfactory progress without it is inconceivable.

With a view to centre attention upon the importance of this subject, the committee has very wisely invited Miss Martha E. Bruhn, of the Bruhn School of Lip-reading, in Boston, to read a paper on the central features of her methods, which, originally intended for use among adults, are found well adapted to the training of the more advanced pupils of our schools. It has been in use for three years past in the Mount Airy School and for a shorter period in the Lexington Avenue School, New York City, with very satisfactory results. As we are to have the pleasure of the presence of several members and visitors at our meeting who have experienced the pleasure and profit to be derived from accurate lip-reading, we shall hope to hear from them in a practical way in regard to the methods employed in their acquisition of the art and as to its reliability and accuracy for all purposes of communication.

Another feature of present-day speech-teaching is the growing attention given to sense training with a view to secure sharper and more exact motor response in children learning to speak. This sense training is a marked phase of the great educational work now being done by Dr. Montessori in her justly celebrated schools among the poorer classes of Italian children. As there is much in common between Dr. Montessori's methods, in so far as they pertain to early sense training, and the methods pursued in some of our oral schools, it has been thought wise to afford the members of the Association an opportunity to judge for themselves as to their merits, and to that end Mr. Carl R. Byoir, of New York, will deliver an address on the subject on Tuesday morning next, and as this is quite the latest development in connection with the instruction of young children, I bespeak for Mr. Byoir a large and attentive audience.

But aside from the regular speech work of our schools, whether oral or combined, there are certain additional phases of practical speech-teaching to which, as indicative of the increased progress of the work in various parts of the country, I may now be permitted briefly to refer.

First. The establishment of small schools, public and private. This is becoming a very marked feature of speech-teaching, especially in our larger centres of population and in the more densely populated rural sections. Usually these schools are of a private character, in which are gathered together a small number of young children under the care and instruction of one or two teachers. Where such work is properly and carefully conducted, good alone can result; but when, as is too often the case, untrained and inexperienced teachers are employed, much harm follows, and this not alone to the pupils, who are of course the greatest sufferers, but to the method itself, which must bear the responsibility and obloquy of any failure that may arise. If such schools are found to be necessary—and I am not saying that they may not be—great care should be exercised in their maintenance and supervision. Good teachers should be provided and ample provision made for the proper equipment of the school. It is not enough merely to found schools "near home" for the training of these little ones; they must have proper management and proper support if they are to command success and retain the confidence of their patrons.

Second. Home training. That a very considerable increase is being made in the number of parents of wealthier classes who seek teachers for the instruction of their children "at home" cannot be doubted. Every year I receive appeals for teachers for such positions, and I doubt not the heads of nearly all schools have similar experiences. The cause of this is not far to seek. Parents of such children desire to have them taught at home, or in schools near home, with their hearing children. And I must confess to sharing their feelings in this regard. If I had a deaf child I should certainly teach it or have it taught at home, under my own observation. I wish just at this point to refer particularly to a special case that has come under my own observation in Philadelphia. We have had in our school two children from a family in the city of Reading, Pa., born deaf. There was a third child in the same family, also born deaf. The two who came to our school made fair, satisfactory progress. The father was determined that the third should not be so taught. He, therefore, kept her at home, and provided this home instruction for her. She never had the benefit of special speech-teaching except for four weeks in her summer vacation. Aside from that, all the instruction that she has received has been at the hands of non-professional teachers—teachers engaged in public school work only. That child is now twelve years of age. She has passed through all the regular forms of public school work; she is to-day fitted to enter the high school of the city of Reading—an exceedingly good school, indeed—in connection with the public school work of that city. She is a remarkably bright child, and her speech is excellent. Her lip-reading is almost perfect, and she never has had, except for four weeks, the benefit of



what we regard as professional teaching. With good teachers, the results in such cases are almost invariably satisfactory. With inferior teachers, however, cajoled and directed by unwise, fussy parents, the results are too often deplorable. And here the Association may perform a great public service by exerting itself to multiply the number of trained men and women to conduct such work. As an Association we are doing much good work of this character, but the number of trained teachers yearly sent out under our auspices should be quadrupled. Instead of sending out ten such teachers, we should send out forty or fifty. Speed the day when the funds of the Association shall enable us to accomplish this great task.

Third. The increasing number of day schools. This, as in the case of the small private schools, is very marked in our larger cities and in our densely populated rural districts. The number of this class of schools is growing rapidly in some of the Middle, Western and Pacific coast States and in some of our Eastern cities. According to the *American Annals of the Deaf* for January last, there are no less than sixty-six (66) such schools at the present time, two more than the number of boarding-schools. Of the work of these schools, except in a very limited way, I am not personally able to speak; but it is reasonable to suppose that it must be satisfactory to the general public and to their immediate patrons, otherwise they would not receive the constant support they do, nor would their numbers increase year by year. With good teachers, regular attendance, and proper home backing, they ought to do as good work in speech and speech-reading as any other class of schools. That they as a class should be as well graded or as well equipped as are our larger boarding-schools is hardly to be expected. With this class of schools, as well as with the small private schools and home schools, our duty as an Association is quite plain—we should support and assist them to the full extent of our ability and opportunity; especially should we aid and encourage them in their efforts to teach speech and lip-reading.

Fourth. Denominational schools. Here again we find an increase in the number of schools of a denominational or religious character that are being maintained, each enjoying the confidence and generous support of the religious body interested in its behalf. In January last the number was twenty (20); in January, 1909, the number was sixteen (16), an increase of over twenty-four per cent. in three years.

Fifth. The National College and Kendall School.

All of these manifestations indicate the widespread interest that exists in the education of deaf children, and as speech, with few exceptions, is the principal means and medium of instruction afforded, as a Speech Association we cannot but wish them every success in their efforts, and this we do most heartily and sincerely.

The teaching of speech and lip-reading to deaf children would, therefore, appear from every point of view to be permanent in its character and of widespread influence in this country. From a feeble beginning forty-five or fifty years ago, it has grown until it commands the sympathy and support of almost every school in the country, in many instances quite dominating their methods of instruction. Ridiculed, derided, scoffed at, it has kept steadily onward in its course, gathering steadfast friends and generous supporters, until to-day fully three-fourths of all the pupils under instruction in the schools of the country are taught speech and speech-reading, while a majority of them are enjoying the advantages of oral methods of instruction alone. This great change is the result of constant, healthful growth. It did not spring up, mushroom-like, in a single night, but has taken almost half a century of effort for its consummation. An evolution, to be sure, it has become almost a complete revolution.

I have thus presented, in a somewhat fragmentary way, the salient points regarding the organization of our Association, the work it has accomplished since it came into existence, and its preparedness to continue the work in which it is engaged with greater efficiency than ever. Its twenty-one years of life have been rich in experience, and we are to-day better organized and better prepared to carry forward the work we have in hand than at any previous time in our history. We have the experience—some of it dearly bought, perhaps; we have the organization; we have the means; we know the way, and henceforward will wage a more fruitful campaign in behalf of speech and speech-teaching than at any time in the past. We have a good cause—a cause founded in the noble desire to uplift humanity. We cannot fail; no righteous cause ever fails.

Nor shall we as an organization indulge in any bitterness of words or of feeling toward our friends who do not agree with our methods of promoting the work we have at heart. We shall indulge in no crimination or recrimination. They are things of the past. We shall simply move forward, endeavouring at all times and in all proper ways to foster and promote the teaching of speech to the deaf until every deaf child and every deaf adult within our reach has full and fair opportunity to learn to speak and read the lips.

This is an historic meeting. We are met on historic ground. Here in this beautiful city of Roger Williams, the first real speech work effected in this country was accomplished fifty years ago, when Mrs. Henry Lippitt, with devoted courage, succeeded in

perfecting the speech of her little daughter Jeanie, made deaf by illness, and in training her to become a brilliant lip-reader and an intelligent, highly gifted woman. Here, too, the loving, motherly heart of Mrs. Gardiner G. Hubbard was inspired to perform a similar office for her daughter Mabel, now the accomplished wife of Dr. Alexander Graham Bell, the founder of this society. With singular foresight these noble women prepared the way for the success of the great teachers who followed them. The little school at Chelmsford was opened with the gifted Miss Rogers at its head, and the good work, soon gathering volume, successfully called to its support such splendid types of philanthropic manhood as President Thomas Hill, of Harvard; Dr. Samuel G. Howe, of the Perkins Institute; Hon. Gardiner Greene Hubbard, Hon. Lewis J. Dudley, F. B. Sanborn, Esq., and Dr. Alexander Graham Bell, and such rare teachers as Mary H. True, Sarah Fuller, Caroline A. Yale, and Alice Worcester. The great work gathered momentum with each year of successful effort. Friends multiplied, doubters were converted, scoffers were silenced, and to-day witnesses its final and complete triumph in the very city of its birth. The occasion is an inspiring one. The thrill of victory, well and nobly won, is upon us, and here, in the presence of the very founders and builders of speech-teaching in America, we of later, but not less ardent, faith renew our fealty and pledge our devotion to the great cause we have had in hand for so many years.

### Address by Miss Helen Keller

DEAR FRIENDS,—I cannot tell you what a pleasure it is to me to be with you once more. Nor can I thank you too warmly for your continued interest in me. I remember well the bright June day that I spoke before you at Mt. Airy, sixteen years ago. How strange and like a dream it all seems! That day I used my defective, halting voice to urge that every deaf child should be taught to speak. To-day my voice is still defective and halting; but I lift it, imperfect as it is, in praise of the work of the Association. Your progress rejoices me, and such progress as I have made is valuable to me, because it reinforces and proves your work.

It has always been a joy to be able to speak. True, it is poor speech. True, only a few near friends understand me readily. Nevertheless, what speech I have has meant more to me than I can ever say. My words are lame and broken; but they bind me to the world of men and women. Through isolation, silence, darkness, I send forth a winged word; its pinions are crippled, but somehow it flies and reaches another heart. With the first word that unloosed my tongue began a greater fullness of life. Before that, I had been happy when a flutter of the fingers opened to me a small part of the world I was exploring. But the spoken word—that mighty, thought-quickening power—flung back the gates and gave me a wider access to the world of knowledge and companionship.

It is a pleasure and a privilege to introduce to this Association Mr. White, who is working to improve my speech. I am glad to be the bond that unites his art, his skill, to yours. He will explain to you what he has been trying to do for my voice, and you can judge how well he has succeeded, for of that I have no right to speak. I must tell you, however, in his presence, that the lessons he has given me have been, despite all difficulties, a continuous delight and inspiration. You can judge if my speech is clearer. I know that, thanks to him, I am free from much of the discomfort, tension, and anxiety that used to hamper me.

I wish this Association Godspeed in its endeavours to open the lips of the deaf. Every time I open my mouth, I shall think to myself, "I must speak well; I will speak well; for my success will encourage you to go forward, touching silent lips and setting free mute voices." I am proud to present to the teachers of the deaf my teacher, who has taught many to fill the world with beautiful sounds, and who has now become your colleague in the difficult art of making the speech of the deaf not beautiful, perhaps, but clear, fluent, and natural.

### Reading by Deaf Children

Samuel G. Davidson, Mt. Airy, Philadelphia, Pa.

Reading is an absolute necessity in the education of the deaf child. Upon it he must depend not only for the mastery of English, but also for his mental development and the acquisition of anything more than a mere smattering of knowledge.

In school, the child who reads much always makes more rapid advancement, other things being equal, than the one who does not. After school, the deaf man or woman who has acquired a taste for reading and learned to make use of books, continues to grow, mentally and in character, while the one who has not, almost invariably retrogrades, ultimately losing nearly all that he gained in school, and growing day by day more ignorant, stupid, and, except as regards the particular rut in which his work may run, inefficient.



What return have we made to the State or to society for the money expended in his education, and what has it profited the child himself, if, after ten or twelve years' instruction, we turn him out unequipped with the one thing that will enable him to retain and to build upon what we have given him.

When the value of reading to the deaf has so often been demonstrated by argument and in practice, it seems strange that so seldom is it taught systematically. I wonder in how many schools it is a prescribed unit in the course of study and intelligent effort is made to secure equally definite results in it as, for instance, in the teaching of arithmetic.

Some years ago, a teacher in a certain prominent school wrote me that, impressed by what she had heard at a convention, she provided books for her pupils and started to teach them to read. The principal—I may safely refer to him, since he is no longer connected with the profession—entering her class-room, and, learning what she was doing, reproved her, telling her she was not employed to idle away her time while her pupils read books. Probably there are few schools where this view would be taken of the teaching of reading, but there are perhaps fewer still where its necessity is recognized in a practical way.

Reading should be taught systematically and persistently from the day the deaf child enters school until the day he leaves. There should be preliminary exercises in preparation for this, as for other studies. The course, methods and results desired should be as definitely prescribed, as closely adhered to, and as ardently worked for as with any other subject. There should be time set apart for the work in the class-room and in the study hall, and time for independent reading out of school hours.

Books should be provided liberally, and in their selection the needs of the pupils should be carefully considered. They should not be shut up in a large general library to which the pupils make periodical visits, but every school-room should have its set of shelves filled with volumes suited to the age and advancement of the child and the special work being done by his teacher. They should not be kept in neatly ordered ranks under lock and key, to be doled out at stated intervals by the teacher, but should be always accessible, the children being permitted to handle them freely and to make use of them during odd moments in school otherwise unoccupied. Under this arrangement there will be some disorder, books will wear out more rapidly, and occasionally one will be lost, but of what importance are these compared with the good accomplished in making the children familiar with the inside of the volumes instead of restricting their knowledge to their bindings and titles as shown through the glass doors of cases. There are schools that boast of the immense size and elaborate system of their libraries that are not doing nearly so much to cultivate the reading habit as many an obscure teacher with a five-foot shelf of books of her own providing, intelligently used.

In selecting books for our school libraries, we should not be influenced by the belief that the deaf need a special literature. My pupils read with interest the same books that hearing children are interested in, and I have never felt a need for any written specially for them. It used to be said that the deaf did not care for fairy tales. An examination of the record of the books drawn from my class-room library of fiction and general literature shows that fairy stories are decided favourites with the youngest pupils of the grade, and quite as much so with those born deaf as with those who lost their hearing after learning to speak and read. Older children enjoy the novels of Hawthorne, Scott, Irving, Dickens, and of the best current writers quite as much and in exactly the same way as do hearing children of the same age and advancement.

The pupils of the second class, A grade, of the Mt. Airy School, were recently asked to write a list of all the books they remembered having read, and to indicate the ten they had most enjoyed. I give here the list of one girl, born deaf, just as she wrote it down, as the titles occurred to her in the few minutes allowed for the work. There are eighty-four books named, and of course they do not include all she has read, but merely those that have most strongly impressed her and so remained in her memory:

David Copperfield, Tale of Two Cities, Cranford, Little Women, Little Men, Rose in Bloom, Eight Cousins, Louie's Last Term, That Queer Girl, Uncle Bill's Children, Stories of Early England, Only a Year and What it Brought, Oliver Twist, Polly Cologne, Robin Hood, Five Little Peppers, Three Greek Children, Heidi, The Scarlet Letter, Seven Gables, Snow Image, Tom the Bootblack, The Life of Helen Keller, The Varmint, Westward Ho, Hereward, Old Chester Tales, Alice in Wonderland, Sarah Crewe, Tales from Shakespeare, Stories from Dickens, Stories from Thackeray, Rob Roy, Shaftesbury, The Vicar of Wakefield, Stories from the Classics (a series of books), The Pit and the Pendulum, Ivanhoe, Autobiography of Benjamin Franklin, Alexander the Great, Editha's Burglar, Othello, Detective Stories of Sherlock Holmes, King Arthur and His Knights of the Round Table, Girl of the Limberlost, Settlers in Canada, Architects of Fate, Kathie's Three Wishes, Black Beauty, Nine Little Goslings, Marie's Story of the Time of Louis XIV, The Child of Tuscany, Dorris and Theodore, Stepping Heavenward, Jean Noel, Molly Make Believe, Rab and His Friends, Through the Magic Door (Essays by Conan Doyle), The Red Moccasins, His Own Master, Pilgrim's Progress, Tom Temple's



Career, Uncle Tom's Cabin, Old Greek Stories, Bits of History, The Daughter of the King, Kingsley's Greek Heroes, The Princess and the Goblin, Andersen's Fairy Tales, Arabian Nights, Grandfather's Chair, Stories from English History, Stories from American History, Stories from Literature, Pictures We Ought to Read About, Robinson Crusoe, Christmas Carol, The Old Curiosity Shop, Evangeline, Lady of the Lake, Lost Jewel, Adventures of Ulysses, The Alhambra.

Those she has indicated as the best liked are David Copperfield, Tale of Two Cities, Oliver Twist, The Scarlet Letter, Seven Gables, Tales from Shakespeare, Ivanhoe, Evangeline, and Sherlock Holmes. The last may seem something in the nature of an anti-climax, but it at least suggests the catholicity of her taste.

This list, standing by itself, might be taken to indicate merely that occasionally a born-deaf child learns to appreciate good literature, but an examination of the records kept of all the books read by the five classes of the A grade in the Mt. Airy School during the past fifteen years must convince one that it fairly represents what may be accomplished with deaf children of ordinary intelligence in training them to read, when the work is gone about systematically.

It would be impossible in the time permitted for these remarks to give even an outline of the methods employed at our school in teaching the deaf to read. There is required reading of selected books, as in the public grammar and high schools, but in the choice of books and the method of using them we are guided by the special needs of our schools. The pupils are also required to read through, during a term, a certain number of books of their own selection, and to prove that they have read them, and the extent of their understanding, by writing abstracts, or, in the higher classes, criticisms of them. Much reading is also required in connection with composition work, and the work in literature with the most advanced classes is directed chiefly to cultivating a taste for reading, and making it possible for them to get the maximum of pleasure and profit out of books.

There should be system—an orderly procedure persistently followed—in teaching reading, but the work should not be permitted to grow mechanical and lifeless. One will often accomplish more good by patting a book he has read and saying: "That's fine! You ought to read it," than by hours of talk about it. It is interesting to note how quickly a pupil will spot a really good book and how rapidly its reputation spreads among the other pupils. I have often a long waiting list of those who have asked to read a book in turn, and occasionally children from lower grades will come to me and ask for it, proving that the pupils discuss the merits of the books among themselves, out of school.

One of our biennial examination tests is intended to show the amount of reading individual pupils have done. They are required to show their understanding of and ability to use lists of words and phrases that have not been directly taught them, but that, considering their grade and the amount of reading they ought to have done, they should be familiar with. It is interesting to note how rapidly their vocabulary grows, class by class, through reading, and how much more naturally they employ expressions thus acquired than those that are drilled into them by direct instruction.

It was also apparently demonstrated by some tests in a recent examination that facts picked up unconsciously through general, voluntary reading remain more securely fixed in the mind and are applied in more practical ways than those learned from the text-books or through the direct instruction of the teacher.

Some teachers have become so enthusiastic over reading as a means of improving the language and developing the minds of their pupils that they show an inclination to disregard all other methods. This is as serious a mistake as neglecting reading altogether would be, but as yet it is not so common a one in the schools. Therefore I would place all stress upon urging teachers who are not already doing so to give careful and continuous thought and effort to this matter of teaching reading.

#### Extract from Address by Mr. E. W. Walker

Among the many good things that we have listened to during the past week there is one thought, one spirit, that has rung through all of it, and yet has nowhere been mentioned, and I wish to mention it. The thought through all of the exercises we have witnessed in the demonstration work, through all the papers, has nowhere been emphasized—it has been mentioned incidentally occasionally, but nowhere been brought out in a detrimental way—that these children with whom we deal are defective, in the sense that they are hampered. I like that. I do not like a convention; I do not like a school where the teachers and those in charge—a school of defectives, if you please—where those in charge, consciously or unconsciously, excuse the shortcomings of the children because of their defects. It is unfortunate when any teacher takes the attitude in mind: "This is as well as deaf children can do." It is a beautiful thing when the teacher can hold in mind the thought: "These children are children, with no limitations except the limitations that are put upon all of us." We of course know that it

is a handicap to be deaf, but we all have our handicaps. It is true that around every one of us a circle is drawn—a circle that limits in a certain way our powers. Beyond that circle none of us can go; but the beautiful thing is that you and I do not know where our circles or limitations are, and therefore, as far as we are concerned, there are no limitations to our possibilities.

The teacher that deals with a certain child or a certain class as limited in its possibilities, by virtue of that very feeling is herself limited in the excellent work that she may do for that child. It is an unfortunate thing, indeed, for a child to feel or to say, "I have been limited, so I can't." But it is still more unfortunate when a teacher thinks or says to a defective child, "You can't." When a teacher is in the frame of mind where she feels that the child has reached his possibilities, reached the limit of his possibilities, then by that very fact she has lost the power of inspiration for that child, and she can no longer batter down the obstacles to his progress . . . .

It is your business and mine, every one's, to meet childhood in such a way that we impress every child that there is no limit to which he may go—and there is none. We measure physical things, we measure distance, we measure temperature, but we cannot measure thought; there is no measure to what you can remember; there is no limit to our imaginings, because there is no measure for those things, and therefore, because there is no measure, there can be no limit. Now, you and I may, of course, understand that somewhere there is a limit beyond which nothing short of Deity can go; but since we have no measure for marking that limit, for us it does not exist. And therefore I shall carry back from this meeting that thought—that we have not been anywhere depressed with putting forward the idea that we are working with defectives. We are not—any more than all of us are working with defectives when we are working with ourselves.

#### The Expenditure

The expenditure for the year just closed was \$59,614.64 and for the year previous \$56,632.39. This shows an increase for 1912 over 1911 of \$2,982.25, or an increase of 5.26 per cent. Of this amount \$2,884.04 was for salaries and \$98.21 represents the increased expenditure for supplies. This very small increase in the expenditure speaks well for the economic management of the various departments of the Institution.

Appended hereto are the reports of Dr. Boyce, the attending physician, and Mr. H. J. Clarke, B.A., the presiding examiner for last session. In addition to these regular annual reports, there are given two special reports, one by Dr. Helen MacMurchy and the other by A. H. Leake, Esq., Inspector of Technical Education for Ontario. Both of these are experts in their special departments, and their reports are of corresponding value.

Before closing this report I wish to express my sincere thanks to you, Sir, and to Dr. Colquhoun, as well, for the assistance given me in the work of the Institution, during the year.

I have the honour to be,

Sir,

Your obedient servant,

C. B. COUGHLIN,  
*Superintendent.*



## PHYSICIAN'S REPORT

BELLEVILLE, Ont., November 1st, 1912.

THE HONOURABLE R. A. PYNE, M.D., LL.D.,  
*Minister of Education for Ontario.*

SIR,—It is with great satisfaction that I submit my annual report for the past year. We have had rather less than the ordinary amount of sickness of a severe form or of epidemics, and no mortality. After the close of the year 1911, we had no severe sickness either among the pupils, teachers, or staff. This, we attribute, as far as the children are concerned, largely to the attention given to the general sanitary condition, as well as the physical training and out-door life that is insisted upon whenever possible.

We had the ordinary colds, coughs, LaGrippe and some digestive disorders, as well as minor accidents and injuries, always incidental to a large aggregation of active children, but requiring only a passing notice in this report. A condition of indifferent general health and indisposition is prevalent every session among quite a percentage of the children. Unimportant as this may seem to be in some respects, nevertheless it is inimical to the best interests of the school, lessens the vitality and natural powers of resistance of the children to disease and limits their capacity for acquiring knowledge.

This condition is largely, if not entirely, the result of overcrowding, particularly of the dormitories and sleeping rooms. There being no proper system of interchange of air, it soon becomes vitiated, producing its baneful effect upon those living under its influence.

It is expected the new dormitories now in process of construction will remedy this evil. It is a great satisfaction to those interested in the health and welfare of the school to know that this long felt want is about to be realized. To the government, and to those instrumental in securing these new, commodious, up-to-date, sanitary quarters, is due the highest commendation.

In the early part of the session we had three cases of acute pneumonia of rather more than average severity, but all made good recoveries. Also, one case of acute periostitis of the femur with suppuration and pyæmia. This was a long, severe and dangerous sickness, but the little boy improved sufficiently to be returned to his home in Ottawa, where I understand he has made a fair recovery.

In conclusion, I am pleased to be able to report a better condition of general health of the school at the time of closing in June, than when the session began the previous September, reflecting as it does, credit on the zeal and efficiency of all those charged with the care of the pupils in health and sickness.

The food supply for the past year has been well up to the standard and has given satisfaction. I desire to mention especially the milk supply. It is being procured from the Institution herd, under the most approved sanitary conditions, and for the excellency of its quality, purity, wholesomeness and percentage of butter fat, is everything that could be desired.

I have the honour to be,

Sir,

Your obedient servant,

W. W. BOYCE, M.D.



## LITERARY EXAMINER'S REPORT

BELLEVILLE, Ont., June 8th, 1912.

HONOURABLE R. A. PYNE, M.D., LL.D.,

*Minister of Education for Ontario.*

SIR,—I have the honour to submit my report as Literary Examiner at the Institution for the Deaf for the academic year just closing.

I made it convenient to spend three days among the classes while the actual work of instruction was in progress, in addition to three days spent in conducting the final examination. From my point of view the time spent during the session is of greatest value to the school, since it is possible to offer suggestions at the time when they will do most good.

It is only justice to say that what I observed during my visits was highly complimentary to those having the work in charge. I could not but be struck by the advancement since my first visit here officially, five years ago. At that time the attainment of the standard of Entrance to High School appeared to be out of the question. At that time the worthy Superintendent expressed that as his aim, and from what I have seen this year I believe that the goal is in sight, and when it is reached I can see no good reason why something in the nature of Continuation School work should not be carried on among these children.

A more or less detailed statement of my examination follows:

**Manual Classes***Class "A," Mr. Coleman, Teacher.*

This is the senior manual class, and is an exceptionally fine class of seven girls and two boys. The average number of sessions attended is 8.37. They were examined in mental arithmetic, written arithmetic, history (British and Canadian), letter writing, composition, geography, reading and writing. The highest average percentage obtained was 100 per cent., the lowest 50 per cent., while the class average was 79 per cent.

*Class "B," Mr. Stewart, Teacher.*

This is a class of fourteen with an average age of 15.4 years and the average number of sessions attended is 7.7. This class has made considerable progress in literature and they are doing considerable reading. They were examined in arithmetic, reading, literature (historical and critical), composition, geography, history (Canadian and British), Canadian civics, nature study, current events and general information, hygiene, manners and morals. The highest average percentage was 91 per cent., the lowest 28 per cent., the class average 70.8 per cent.

*Class "C," Mr. Balis, Teacher.*

A class of fourteen, average age 15 years, and average time at school 7.3 years. They were examined in mental arithmetic, written arithmetic, grammar, geography, nature study, general information, hygiene, Canadian history and composition. The highest average mark obtained was 90 per cent., the lowest 52 per cent. and the class average was 77 per cent.

*Class "D," Miss Templeton, Teacher.*

This is a class of twelve who are of unequal ability. They are on the average 14.16 years of age, and have been at school on the average of 6.58 years. Their examination included arithmetic (written and mental), geography, trades, language and composition, reading, memory work and common information. The highest average mark was 93 per cent., the lowest 55 per cent., while the average for the class was 76 per cent.

*Class "E," Miss Linn, Teacher.*

A class of sixteen with an average age of 14 years, and have spent 5.87 years at school. They were examined in arithmetic (written and mental), language, geography, general information and nature study. The highest average mark was 93 per cent., the lowest 30 per cent., the class average 67.4 per cent.

*Class "F," Mr. Balis, Teacher.*

A class of fifteen with the average age of pupils 14.2 years and they have been 5.2 years at school. This examination included language, memory work, action writing, nature study, geography, general information, arithmetic. The highest average was 89 per cent., the lowest 51 per cent., while the average of the class was 70.2 per cent.

*Class "G," Miss Bull, Teacher.*

She has what might be classed as a special class. It consists of eleven pupils, of whom only eight took the examination. The average age of pupils is 10.5 years and the average time at school is  $3\frac{1}{3}$  years. The examination included general information, actions, language, arithmetic, use of nouns and adjectives. The highest average mark was 63 per cent., the lowest 5 per cent., and the average of the class was 25 per cent.

*Class "H," Miss James, Teacher.*

She has a class of thirteen, and all took the examination in language, arithmetic, and general information. The highest average mark was 98 per cent., the lowest 17 per cent., and the class average was 67.3 per cent. The average age of the class is 13.8 years and the average time at school  $3\frac{1}{3}$  years. I saw some good work in art here.

**Oral Department***Mr. Campbell's Class.*

This is the senior oral class and consists of twelve pupils with an average age of 13.5 years who have been 6 years at school on an average. They were examined in arithmetic (written and mental), grammar, composition, reading (written and oral), history (British and Canadian), a theme in composition, dictation, memory work, geography, hygiene, nature study and geometrical forms. The highest average mark was 82 per cent., the lowest 27 per cent., and the class average 60 per cent.

Mr. Ingram's class consists of twelve pupils, whose average age is 12.75 years and who have been on an average  $5\frac{1}{4}$  years in school. They were examined in arithmetic, grammar, geography, artisans, composition, reading (oral), dictation, general information. The highest mark was 85 per cent., the lowest 31 per cent., while the class average was 67.75 per cent.

Miss Evoy's Class has done a large amount of supplementary reading. There are twelve in the class, average age 12.3 years, and average time in school is 4.58 years. They were examined in arithmetic (written and mental), geography, grammar, language, lip-reading, oral reading, writing and drawing. The average of the class was 81.7 per cent. The highest average mark was 93.5 per cent., the lowest 70.9 per cent.

Miss Palen's Class also contains twelve pupils. The average age was 11.5 years and the average time at school 4.5 years. They were examined in arithmetic, lip-reading, composition, language and actions. The highest average mark was 96 per cent., the lowest 37 per cent., and the class average was 78.25 per cent.

Miss Deannard has a class of eleven, whose ages average 13.6 years. They have been at school an average of 3.8 years. Their examination included arithmetic, lip-reading, actions, use of verbs and language. The highest average mark was 95 per cent., the lowest 45 per cent., while the average of the class was 76 per cent.

Mr. Harris has a class of eleven whose average age is 10.27 years and who have been at school on an average 2.95 years. They were examined in language (including actions, vocabulary, calendar work, composition and general information), lip-reading and arithmetic. The highest average mark was 93 per cent., the lowest 63 per cent., and the class average was 81 per cent.

Mr. Pratt has a class of twelve classed as First Grade. They have been on an average 2.16 years at school and their average age is 9 years. Their examination was purely oral, and the results were satisfactory. The lip-reading was particularly good for pupils of this grade.

Miss Burke has a class who are part in Grade One and part in the Preparatory. There are thirteen pupils in the class. The average age is 9 years, and they have been at school 1 year. Here, too, the examination was oral and the results were good. Miss Campbell's class is similar to Miss Burke's in that it consists of two classes in Grade One and the Preparatory Grade. The average age of the nine pupils is 9.9 years and they have been at school for 2 1-3 years on an average. It is surprising the amount covered by these juniors in so short a time. Good work has been done.

Miss Ford's class is all preparatory. There are thirteen in the class, with an average age of 7.4 years, while the average time at school is 1.4 years. Here again the examination was oral, and I was much pleased with the work seen.

The Industrial Departments continue to do good work, and the introduction of a Farm Class under a fully qualified instructor should add to the value of this Institution.

For the sake of those parents who have not the privilege of visiting this Institution, I would like to say that could they see the arrangements here, and the care and attention bestowed on the children, they would not hesitate to entrust their children to the Institution even at an earlier age than some do now.



In closing this somewhat lengthy report I would say that I am pleased to notice the use being made of the Printing Office for assistance in class material, and I would also compliment the Institution on the instructive "Handbook of Information" in reference to the Institution that was issued a few weeks ago. All of which is respectfully submitted.

I have the honour to be,

Sir,

Your obedient servant,

H. J. CLARKE, B.A.

*Inspector of Public Schools, Literary Examiner.*

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#### REPORT BY DR. HELEN MACMURCHY

TORONTO, May 21st, 1912.

MEMORANDUM FOR THE HON. DR. PYNE,  
*Minister of Education.*

*Re* visit to the Ontario School for the Deaf, at Belleville, May 21st, 22nd, 23rd, 1912.

I have to thank you for the opportunity to visit this school. It was a pleasure.

#### Buildings

The Main Building is old and ventilation is difficult. However, with the exception of the hall and one room on the ground floor, the air was good. The building where there was a fire recently is being repaired and rebuilt. A boat is also being built.

#### General Health

I saw all the 227 inmates and almost all the members of the staff. The health of the boys and girls is excellent. At Dr. Coughlin's request, I examined the tongues of over 100, and found every tongue clean but one, and that one only slightly coated. This is a better result than we usually get in Medical Inspection of Public Schools. 226 of the inmates were seen in school at work and also sitting at dinner and at tea. The remaining one had some slight rheumatic pains and was therefore in the hospital under charge of the nurse.

#### The School

I saw the classes, both manual and oral, at work, and saw a good deal of lip-reading done. Several children pronounced my name (not an easy one) correctly at once and conversed with me by lip-reading. The efforts of Dr. Coughlin to introduce and perfect the Oral Method, Lip-reading and Speech for the Deaf in the School, have already accomplished much and will accomplish more. It is evident that he wants and intends to improve the organization and encourage thrift and progress. The proposed new buildings will help. More land is required and would tend in future years to the thrifty management and proper development of the school.

### Food

The food, which I tasted, and carefully inspected, was good.

### Trades and Employments

Farm-work, Dairy-work, Garden-work, the Care of Poultry, and of pigs and other animals, is being carried on under the direction of a graduate of the Ontario Agricultural College. Nothing about the place presented a more satisfactory appearance than the cows and the hens. The cows were clean and well cared for. The boys do the milking. They wash their hands thoroughly before milking and put on white suits. An effort is made everywhere, even in the dairy barn, to teach the use of language. The cement floor of the barn was clean and there was no unpleasant odour. It was gratifying to see this high standard of cleanliness in actual practice.

The bake-shop, the sewing-room and other places of employment were all in good order and good work was to be seen.

### Mentally Defective Children

I saw at least 15 mentally defective children among the 227 inmates. It is to be hoped that before long there will be a place in Ontario to care for these children, both for the sake of the community and for their own sake. Their presence in a School for the Deaf increases the difficulties of the Institution, and they should be cared for permanently.

I have felt so strongly for the last few years that provision in the Educational System of Ontario for Physically and Mentally Defective Children is an urgent necessity that I am thankful for an opportunity of addressing the Minister directly upon the subject of the Education of Deaf Children.

I would respectfully point out:

1. That slight deafness in children should be sought for and recognized by the school authorities, and that such children should have special supervision and seats near the teacher.

2. That serious deafness in children should be considered seriously, and such children should be placed in special classes with special teachers.

3. That very deaf children and any children likely to become very deaf in later life should be taught lip-reading, and the principles of speech for the deaf.

4. That children born deaf, or becoming deaf at or about one year of age, should not be neglected for six years. At present, seven-year-old deaf children in Ontario have lost the six years when other children learn most, because no one teaches them speech. The hearing baby learns to say words because the mother says the words to it over and over again and the baby hears them. The deaf baby could learn to say those words too if there were teachers available who could teach the mother principles of lip-reading, so that the deaf baby could see the mother say the word over and over again, and so begin to learn lip-reading and speech.

I remain,

Sir,

Your obedient servant,

HELEN MACMURCHY.

**REPORT ON OUR INDUSTRIAL WORK BY THE INSPECTOR OF TECHNICAL  
EDUCATION FOR ONTARIO**

A. H. Leake, Esq., Inspector of Technical Education for Ontario, gave the following report to the Department of a visit paid to the Institution in April, 1912:—

In accordance with instructions, I visited the Ontario Institution for the Deaf at Belleville, April 17th and 18th, for the purpose of inspecting the Industrial work carried on under the superintendency of Dr. Coughlin. All the work is remarkably well done and carefully organized. The manual training leading to the purely industrial work extends through all the grades. I saw the work of every class and was much impressed with its excellence, it being superior to the work I have seen in many public schools. The Superintendent and every teacher was most emphatic as to the assistance this work is to the language study of the pupils. The oral work of the students was a perfect revelation. The industrial work proper consists of boot and shoe making, carpentry, printing, dairying and farm operations, needlework and dressmaking and household science and management. All this is taught by experts and is of a definitely industrial character well calculated to enable the pupil to earn a living upon leaving the institution. The actual work inspected, of which there was a considerable amount, was well and carefully done. Both the manual training and the industrial work are carried on under considerable difficulties. The accommodations provided are not nearly sufficient for the extent of the work. I understand that it is the intention to considerably extend the quarters. I discussed with Dr. Coughlin the plans he has in view, and with the added facilities which these extended quarters will give, these plans will do much to carry out what seems to be the motto of the Institution "to help the deaf to help themselves."

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NUMBER OF PUPILS IN ATTENDANCE EACH OFFICIAL YEAR SINCE THE  
OPENING OF THE INSTITUTION

				Male	Female	Total
From	October 27th, 1870,	to	September 30th, 1871.....	64	36	100
"	"	1st, 1871,	" 1872.....	97	52	149
"	"	1872,	" 1873.....	130	63	193
"	"	1873,	" 1874.....	145	76	221
"	"	1874,	" 1875.....	155	83	238
"	"	1875,	" 1876.....	160	96	256
"	"	1876,	" 1877.....	167	104	271
"	"	1877,	" 1878.....	166	111	277
"	"	1878,	" 1879.....	164	105	269
"	"	1879,	" 1880.....	162	119	281
"	"	1880,	" 1881.....	164	132	296
"	"	1881,	" 1882.....	165	138	303
"	"	1882,	" 1883.....	158	135	293
"	"	1883,	" 1884.....	156	130	286
"	"	1884,	" 1885.....	168	116	284
"	"	1885,	" 1886.....	161	112	273
"	"	1886,	" 1887.....	151	113	264
"	"	1887,	" 1888.....	156	109	265
"	"	1888,	" 1889.....	153	121	274
"	"	1889,	" 1890.....	159	132	291
"	"	1890,	" 1891.....	166	130	296
"	"	1891,	" 1892.....	158	127	285
"	"	1892,	" 1893.....	162	136	298
"	"	1893,	" 1894.....	158	137	295
"	"	1894,	" 1895.....	160	135	295
"	"	1895,	" 1896.....	173	137	310
"	"	1896,	" 1897.....	164	128	292
"	"	1897,	" 1898.....	167	138	305
"	"	1898,	" 1899.....	161	132	293
"	"	1899,	" 1900.....	152	130	282
"	"	1900,	" 1901.....	157	143	300
"	"	1901,	" 1902.....	147	141	288
"	"	1902,	" 1903.....	140	143	283
"	"	1903,	" 1904.....	137	134	271
"	"	1904,	" 1905.....	130	138	268
"	"	1905,	" 1906.....	116	143	259
"	"	1906,	" 1907.....	126	145	271
"	"	1907,	" 1908.....	133	143	276
"	"	1908, to October 31st,	" 1909.....	130	151	281
"	"	1909,	" 1910.....	143	149	292
"	"	1910,	" 1911.....	138	143	281
"	"	1911,	" 1912.....	135	126	261

**LIST OF PUPILS IN THE ONTARIO INSTITUTION FOR THE DEAF FOR THE  
YEAR ENDING OCTOBER 31st, 1912**

County	P.O. Address	County	P.O. Address
<i>Algoma :</i>		<i>Essex :</i>	
Barker, Belle.....	Sault Ste. Marie.	Berthiaume, Lionel....	Tecumseh.
Broad, Russell.....	Dunn's Valley.	Greer, James.....	Comber.
Luzon, Manesipe.....	Bleazard Valley.	Kerr, Avis.....	Elmstead.
Nelson, Ethel.....	Sault Ste. Marie.	Meloche, Edmund.....	Windsor.
Parr, Joseph.....	Sault Ste. Marie.	Penprase, Alfred.....	Elmstead.
<i>Brant :</i>		Swader, Earl.....	Windsor.
Lloyd, Ruth.....	Brantford.	Walker, Achille.....	Sandwich.
Morgan, Beatrice.....	Hatchley.	Watkins, Hazel.....	Windsor.
Stegmeir, May.....	Brantford.	<i>Grey :</i>	
Tobicoe, Jesse.....	New Credit.	Brown, Alma.....	Markdale.
<i>Bruce :</i>		Brown, Thos. H.....	Markdale.
Atkinson, Gladys.....	Paisley.	Kindree, Earl.....	Owen Sound.
Brown, John.....	Chesley.	Wilson, Elsie.....	Harkaway.
Baker, John.....	Southampton,	<i>Hastings :</i>	
Crowe, Robert.....	Dobbin-ton.	Allore, Frances.....	Bogart.
Green, James.....	Chesley.	Baker, Roy.....	Belleville.
McKee, Carl.....	Pinkerton.	Doughty, Mary.....	Eldorado.
McKee, Maude.....	Pinkerton.	Freeman, Gertie.....	Desoronto.
Smith, Elizabeth.....	Wiarton.	Hawes, Rosie.....	Desoronto.
Smith, Percy.....	Wiarton.	Johnston, Mary.....	Belleville.
<i>Carleton :</i>		Jaynes, Perry.....	Marysville.
Brigham, Tom.....	Ottawa.	Jaynes, Wilfred.....	Marysville.
Blanchard, Victor.....	Cumming's Bridge.	McAdam, Wesley.....	Marlbanks.
Dallaire, Romeo.....	Ottawa.	Narrie, John.....	Marmora.
Dunn, John.....	Cumming's Bridge.	Tretheway, Roy.....	Bancroft.
Delinelle, Victor.....	Ottawa.	Ward, Albert.....	Stirling.
Evoy, James.....	Carp.	<i>Huron :</i>	
Gauvreau, T.....	Ottawa.	Balkwill, Clara.....	Exeter.
Huband, Gerald.....	Ottawa.	Colclough, Hattie.....	Holmesville.
Jones, Mabel.....	Billing's Bridge.	Colclough, Lorne.....	Holmesville.
Pallesteur, Louis.....	Ottawa.	Cole, Jean.....	Clinton.
Savard, Paul.....	Cumming's Bridge.	Cole, Melville.....	Clinton.
Towns, Dora.....	Laurentian View.	Doubledde, Lena.....	Wroxeter.
<i>Durham :</i>		Laporte, Dennis.....	Drysdale.
McMillan, Joseph.....	Newcastle.	Montgomery, Elsie.....	Wroxeter.
<i>Dufferin :</i>		Marshall, John.....	Hensall.
Hamilton, Enie.....	Shelburne.	Marshall, Russell.....	Hensall.
<i>Dundas :</i>		Sours, Gladys.....	Wingham.
Beckett, Sam.....	Chesterville.	Steepe, Phoebe.....	Goderich.
Ford, Clarice.....	Mountain.	Simmons, Luella.....	Goderich.
Hoy, Gertie.....	Hallville.	Thompson, Arthur.....	Dungannon.
Loper, Cyril.....	Morrisburg.	Wiggins, Parkie.....	Dungannon.
Servage, Milton.....	Dunbar.	<i>Halton :</i>	
<i>Elgin :</i>		Tate, James R.....	Milton West.
Carpenter, Lena.....	Rodney.	<i>Haldimand :</i>	
Caves, Jessie.....	St. Thomas.	Buckley, Lawrence.....	Cheapside.
Gwalter, Harry.....	St. Thomas.	Duxbury, Oral.....	Cheapside.
Gwalter, Fred.....	St. Thomas.	Forrester, Asa.....	Dunnville.
Hammond, Catharine.....	St. Thomas.	Foster, Dorothy.....	Dunnville.
Jagoe, Alberta.....	St. Thomas.	Rozell, Willie.....	Canboro.
Paul, Edward.....	St. Thomas.	Sherk, Clara.....	South Cayuga.

## LIST OF PUPILS IN THE ONTARIO INSTITUTION FOR THE DEAF—Continued

County	P.O. Address	County	P.O. Address
<i>Kent :</i>		<i>Nipissing District :</i>	
Adkin, James .....	Bothwell.	Beales, Frank .....	Tomiko.
Christian, Gertrude....	Wallaceburg.	Dorschner, Charles....	Mattawa.
Dubois, Madeline .....	Wallaceburg.	Legault, Clarida .....	Cache Bay.
Meredith, Stella .....	Wabash.	Legrandeur, Victor....	St. Charles.
Neville, Mamie .....	Dresden.	Rodhy, Theodore .....	North Bay.
Toll, Nova. ....	Ridgetown.	Slotnik, Louis .....	Englehart.
Toulouse, John .....	Chatham.	Whalen, Loretta .....	New Liskeard.
<i>Lambton :</i>		Whalen, Mary .....	New Liskeard.
Chenney, Roy .....	Petrolea.	<i>Oxford :</i>	
Jennings, Frank .....	Petrolea.	Abrey Irene .....	Drumbo.
Johnston, Olive .....	Sarnia.	Isles, Hazel .....	Ingersoll.
Leckie, Alice .....	Sarnia.	McFarlane, Mona .....	Eastwood.
Leckie, Alma .....	Sarnia.	Youngs, Cyrus .....	Youngsville.
Leckie, Elsie .....	Sarnia.	Youngs, Stanley .....	Youngsville.
Mackie, John .....	Edy's Mills.	<i>Ontario :</i>	
Squire, Edith .....	Wanstead.	Maynard, John .....	Uxbridge
Stewardson, Lawrence.	Forest.	Pattillo, Lenore .....	Pickering.
Thomas, Clara .....	Walpole Island.	<i>Peel :</i>	
Watson, Vern .....	Watford.	Davey, John .....	Nortonville.
Wark, Jean .....	Wyoming.	McLeish, Marjorie ....	Star.
<i>Lanark :</i>		McVean, Alex. ....	Castlemore.
Blake, Fred. ....	Almonte.	McVean, Archibald....	Castlemore.
Hughes, Ernest .....	Carleton Place.	McVean, Catherine....	Castlemore.
Jacklin, Myrtle .....	Rideau Ferry.	<i>Prescott and Russell :</i>	
Leggett, Gordon ....	Perth.	Geinusse, Alfred .....	Orient.
McLaren, Mary .....	Smith's Falls.	Hughes, Iva .....	Treadwell.
McLaren, Rachel .....	Smith's Falls.	McDougall, Elsie .....	Grant.
<i>Lincoln :</i>		McDougall, Peter .....	Grant.
Heaslip, Myrtle .....	Wellandport.	Pregent, Leopold .....	Plantaganet Sp'gs.
<i>Lennox and Addington :</i>		<i>Perth :</i>	
Hartwick, Archie .....	Napanee.	McIntyre, Ross .....	Fullarton.
<i>Leeds :</i>		Orr, Winnifred .....	Milverton.
Swayne, Robert .....	Athens.	<i>Peterboro' :</i>	
Swayne, Patrick .....	Athens.	Harper, Madeline .....	Peterboro'.
<i>Middlesex :</i>		Kennaley, Winnifred ..	Peterboro'.
Coursecy, Viola .....	Lucan.	Meyett, Joseph .....	Peterboro'.
Fishbein, Eddie .....	London.	McMillan, Nellie .....	Havelock.
Garrett, Gladys .....	Granton.	McBrien, Elwood .....	Peterboro'.
Humphrey, Hazel .....	London.	<i>Quebec Province :</i>	
Hodgins, Albert .....	London.	Shaw, Eric .....	Montreal.
Hodgins, Mary .....	London.	<i>Renfrew :</i>	
Hodgins, Sadie .....	London.	Derochie, Wallard .....	Arnprior.
Henderson, Gilbert ....	London.	Dallaire, Ambrose ....	Perrault.
Laugheed, Eva .....	London.	Dick, Alton .....	Renfrew.
McMurray, Miron ....	Belton.	Gervais, Virgine .....	Dacre.
Steele, Annie .....	London.	Hunter, George .....	Matawatchan.
<i>Northumberland :</i>		Hunter, Raymond .....	Matawatchan.
Ball, Glen .....	Baltimore.	Schneider, Albert .....	Pembroke.
Ball, Lisgar .....	Baltimore.	Schneider, Leonard....	Pembroke.
Lott, Rata .....	Campbellford.	Sleeth, Gordon .....	Douglas.
Moore, Dorothy .....	Castleton.	Teepie, Emma .....	Khartum.
Milligan, Aggie .....	Campbellford.	Whyte, Belle .....	Arnprior.
Parker Clifford .....	Baltimore.	Whyte, Eleanor .....	Arnprior.
Parker, Clinton .....	Baltimore.		
Shannon, Lenna .....	Brighton.		



## LIST OF PUPILS IN THE ONTARIO INSTITUTION FOR THE DEAF—Concluded

County	P.O. Address
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County	P.O. Address
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*Simcoe :*

Bowen, Roy .....	Cookstown.
Chevrette, David .....	Penetang.
Gallinger, Edith .....	Lisle.
Godfrey, Mabel .....	Orillia.
Hall, Ewart .....	Midland.
St. Amant, Herman...	Penetang.
Sinclair, Blanche .....	Orillia.
Vaillancourt, Joseph...	Penetanguishene.
Watson, Edna .....	Orillia.

*Wentworth :*

Allen, Muriel.....	Hamilton.
Batstone, Jesse.....	Hamilton.
Bayliss, Hector.....	Hamilton.
Etherington, Mabel...	Hamilton.
Pierce, Gordon.....	Hamilton.
Tait, Harold.....	Hamilton.
Tait, William .....	Hamilton.
Webster, Elsie .....	Aldershot.

*York :*

Angelchick, Lena.....	Toronto.
Buchan, Drucilla.....	Toronto.
Buchan, John .....	Toronto.
Buchan, Lucy.....	Toronto.
Baskerville, Silas ....	Toronto.
Brown, Walter.....	Toronto.
Benns, Charles.....	Toronto.
Burley, William.....	Toronto.
Clinkinboom, Maude ...	Lambton Mills.
Chaput, Marie .....	Toronto.
Casey, Lillian .....	Toronto.
Cornish, Douglas .....	Toronto.
Dolby, Martha .....	Earlscourt.
Dyson, John .....	Toronto.
Dickson, Violet.....	Toronto.
Gerolamy, Marie.....	Toronto.
Goulding, Thomas.....	Toronto.
Hazlitt, Dorothy .....	Toronto.
Hazlitt, Evelyn ...	Toronto.
Hardy, Gladys.....	Toronto.
Kennedy, Muriel .....	Toronto.
Lauson, Gladys .....	Toronto.
Leeder, Flora .....	Toronto.
Marks, Jennie .....	Toronto.
Mosher, Archie.....	Highland Creek.
Maiola, Lorenzo.....	Toronto.
McCann, Grace.....	Toronto.
McGovern, William...	Toronto.
Osborne, Iona.....	Toronto.
Payne, Eddie.....	Toronto.
Powell, Marion.....	Toronto.
Pierce, Frank.....	Toronto.
Smith, Mabel .....	Toronto.
Smith, Norma.....	Toronto.
Suddy, Fred.....	Toronto.
Thomson, Anabel.....	Toronto.
Watson, Muriel .....	Toronto.
Walker, Arthur .....	Toronto.
Wilson, Charlie.....	Toronto.
Willmott, Charlie ....	Toronto.

*Stormont :*

Campbell, Mary .....	Avonmore.
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*Thunder Bay District :*

Beaudin, Frank .....	Fort William.
Munroe, Ada.....	Slate River Valley.
Smith, Walter .....	Fort William.

*Victoria :*

Coulter, Caliph.....	Kirkfield.
Evans, Christopher....	Corson's Siding.
Whitworth, Florence...	Lindsay.
Western, Florence.....	Little Britain.

*Waterloo :*

Denham, Willie .....	Preston.
Golds, Margaret .....	Berlin.
Klinkman, Mary .....	New Hamburg.
Martin, Absalom .....	Waterloo.
Maule, Rona.....	Galt.
Strong, Luella .....	Bloomingtondale.

*Wellington :*

Bard, Pansy .....	Guelph.
Carter, Elizabeth.....	Guelph.
Marshall, Jessie.....	Arthur.
McQueen, Mary .....	Arthur.
Ross, Lauredith.....	Guelph.

*Welland :*

Farr, James .....	Marshville.
Caswell, Sylvia .....	Welland.

## COST PER PUPIL, INSTITUTION FOR DEAF AND DUMB

Year ending October 31st

Heading of Expenditure	1910-11			1911-12		
	Total expenditure year ending October 31st, 1911	Yearly cost per pupil October 31st, 1911	Weekly cost per pupil October 31st, 1911	Total expenditure year ending October 31st, 1912	Yearly cost per pupil October 31st, 1912	Weekly cost per pupil October 31st, 1912
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
Medical department.....	398 49	1 65	0 03	273 84	1 21	0 02
Butcher's meat, etc.....	4,591 37	19 05	0 37	4,734 78	20 81	0 40
Flour, bread, etc.....	1,357 64	5 63	0 11	1,010 67	4 46	0 08
Butter and milk.....	3,452 72	14 32	0 27 $\frac{1}{2}$	3,852 27	16 98	0 32
General groceries.....	2,359 88	9 79	0 19	2,081 07	9 17	0 18
Fruit and vegetables.....	932 61	3 87	0 07 $\frac{1}{2}$	1,315 83	5 80	0 11
Bedding and clothing.....	557 06	2 31	0 04 $\frac{1}{2}$	545 46	2 40	0 04 $\frac{1}{2}$
Fuel.....	7,292 08	30 25	0 58	7,152 97	31 53	0 61
Light.....	877 43	3 64	0 07	1,061 30	4 68	0 09
Laundry, etc.....	788 02	3 27	0 06	877 24	3 86	0 07 $\frac{1}{2}$
Books and apparatus.....	687 99	2 85	0 05 $\frac{1}{2}$	484 27	2 13	0 04
Printing, etc.....	677 99	2 81	0 05 $\frac{1}{2}$	615 64	2 71	0 05 $\frac{1}{2}$
Furniture, etc.....	653 15	2 71	0 05	665 17	2 93	0 06
Farm.....	796 04	3 30	0 06	847 99	3 74	0 07
Repairs, ordinary.....	695 64	2 88	0 05 $\frac{1}{2}$	631 97	2 78	0 06
Sewage.....	69 66	0 28	0 00 $\frac{1}{2}$	57 09	0 25	0 00 $\frac{1}{2}$
Water.....	900 00	3 73	0 07	900 00	3 97	0 08
Miscellaneous.....	952 89	3 99	0 08	1,031 31	4 54	0 09
Salaries and Wages.....	28,591 73	118 67	2 28 $\frac{1}{2}$	31,475 77	138 66	2 65
	56,632 39	235 00	4 52	59,614 64	262 61	5 04

Average number of pupils, 1910-11, 241.

Annual cost per pupil, 1910-11, \$235.00.

Weekly cost per pupil, 1910-11, \$4.52.

Average number of pupils, 1911-12, 227.

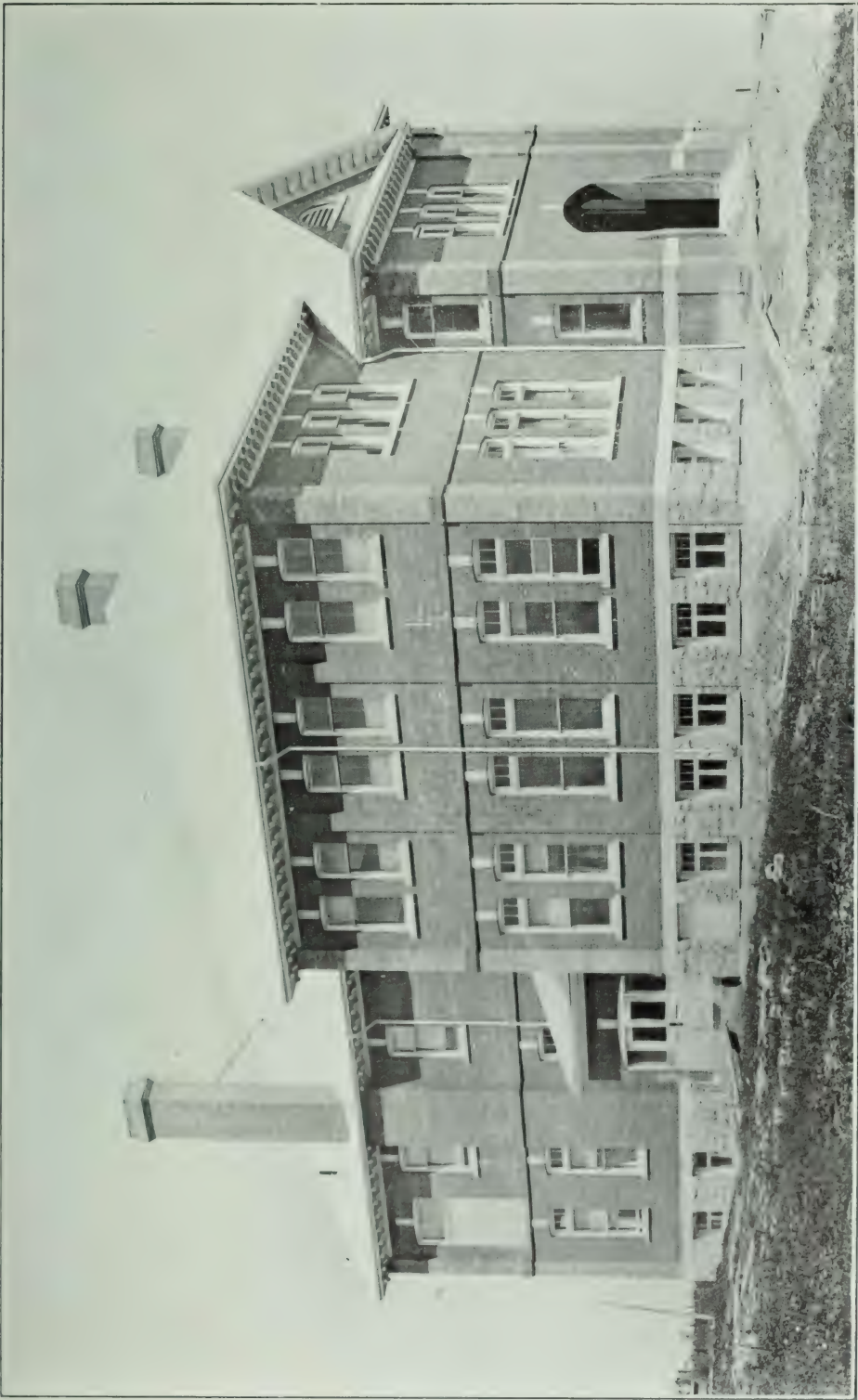
Annual cost per pupil, 1911-12, \$262.61.

Weekly cost per pupil, 1911-12, \$5.04

Certified correct.

J. W. PEARCE,

Bursar.



Haileybury High School



## APPENDIX U

### MEMBERS OF THE ADVISORY COUNCIL ; LISTS OF ASSOCIATE EXAMINERS, HIGH SCHOOL AND CONTINUATION SCHOOL PRINCIPALS AND ASSISTANTS

#### I—Members of the Advisory Council, 1912

##### Ex-Officio Members

John Seath, LL.D., Superintendent of Education.  
Rev. R. A. Falconer, D.D., President, University of Toronto.

##### University Representatives

Maurice Hutton, LL.D., Principal, University College, Toronto.  
Rev. T. C. S. Macklem, D.D., Provost, Trinity College, Toronto.  
J. C. Robertson, M.A., Victoria College, Toronto.  
N. C. James, Ph.D., President, Western University, London.  
A. L. McCrimmon, LL.D., Chancellor, McMaster University, Toronto.  
John Matheson, M.A., Queen's University, Kingston.  
Rev. A. B. Roy, O.M.I., University of Ottawa.

##### High School Representatives

Gilbert A. Smith, M.A., Toronto.      Arthur P. Gundry, B.A., Strathroy.

##### Public School Representatives

Harriet Johnston, Toronto.      T. A. Reid, Owen Sound.  
Jas. D. Denny, B.A., Ottawa.      R. F. Downey, B.A., B.Pæd., Peterborough.

##### Separate School Representative

John J. Rogers, Lindsay.

##### Public School Inspectors' Representatives

N. W. Campbell, B.A., Durham.      T. A. Craig, Kemptville.

##### School Trustees' Representatives

John H. Laughton, Parkhill.      J. J. Morrison, Arthur.

## II—Associate Examiners, 1912

Model Entrance, Lower School, Senior High School Entrance,  
and Senior Public School Graduation Diploma*Literature:*

Mabee, G. E.  
Mawhinney, Frances A.

*Composition:*

Fraser, J. W.  
Stevenson, W. J.

*Grammar:*

Aitchison, Belle.  
Baker, Jennie.  
Bartley, Hattie M.  
Burchill, Mrs. Jean.  
Downing, J. H.  
Edmiston, J. A.  
Edwards, Mabel C.  
Evans, W. A.  
Goodland, Alma.  
Harvey, W. B.  
Hicks, Retta M.  
Hill, Mary A.  
Hutchinson, May R.  
Mackenzie, Eliz. S.  
Mann, H. C.  
McAllister, Annie.  
McBride, Sara.  
Mitchell, Blanche.  
Mitchell, May.  
Strang, Rose I.

*Spelling:*

Blyth, Sara.  
Broughton, Clara E.  
Chown, Hattie L.  
Cunningham, Miss E.  
Edward, W. G.  
Nelson, Arletta.  
Potter, Dolly.  
Russell, F. Josephine.  
Smith, J. M.  
Wightman, S.

*Geography:*

Baker, W. T.  
Bunton, G.  
Cameron, A. A.  
Clark, G. A.  
Cummer, May E.  
Dobbie, Isabella E.  
Dolan, G. R.  
Doupe, H. A.

Keegan, J. D.

Kelso, Alice C.  
Kotzenmeyer, G. J.  
Norton, Ida.  
O'Donohue, J.  
Scott, W. W.  
Simpson, R. S.  
Tremeer, Hattie.  
Walker, A. J.  
Williams, A.  
Wilson, Ethel M.

*History:*

Hollingshead, J. E.  
Kaiser, J. B.

*Art:*

Bell, G. B.  
Bridgman, Clara M.  
Brown, H. W.  
Giles, A. Edith.  
Hatch, S. B.  
Hindson, Hilda M.  
Hood, Finlay.  
Johnston, Agnes.  
Kent, Eleanor.  
Kidd, T. W.  
McIntosh, Agnes I.  
Parlee, Edith.  
Smith, Margaret H.

*Bookkeeping, etc.:*

Anderson, Lillie C.  
Chidley, Agnes F.  
Clayton, Vivian E.  
Edward, F. W.  
Grose, Annie R.  
Hammond, J. E.  
Lucas, G. A.  
Mallory, Bertha.  
Moir, Isabella.  
Morrison, Delle.  
Reid, T. E.  
Richardson, Kate.  
Shultis, Adam.  
Smith, C. R.  
Stone, Alice B.  
Tuer, Margaret.  
Wright, D. T.

*Writing:*

Anderson, F. C.  
Bailey, J. J.  
Birchard, A. F.  
Buchanan, J. A.  
Cameron, J. G.  
Jamieson, C. E.  
McNab, J. C.  
Moffat, T. E.  
Walker, D. M.  
Watterworth, Grace M.

*Arithmetic and  
Mensuration.*

Asselstine, O.  
Case, H. J.  
Clarke, I. L.  
Colling, G. F.  
Eagle, D. M.  
Goulding, Hanna M.  
Keough, L. R.  
Longman, E.  
Moir, Catherine.  
Nugent, J.  
Rundle, J. A.  
Rutherford, Mary H.  
Sheppard, A. M.

*Elementary Science:*

Brunt, R. A.  
Cosens, A.  
Dowkes, W. J.  
Hind, Edith J.  
Kidd, W. L.  
Lee, Anna A.  
Magee, J. A.  
Mara, Ida M.  
Marcellus, E.  
Moffatt, W. J.  
Patterson, A. M.  
Schell, A. W.  
Smith, H. L.  
Stevenson, L.  
Sweeney, Agnes.  
Thompson, R.  
Tuke, W. H.

*Algebra and Geometry:*

Hedley, W. P.  
Stone, G. S.

**Middle School Examination***Literature:*

Clifford Margaret.  
 Coutts, R. D.  
 Corkery, Florence.  
 Cunningham, Carrie.  
 Fleming, Maud E.  
 Graeb, Mabel M.  
 Grant, Chistina C.  
 Horton, Chas. W.  
 Maclellannan, C. Lillie.  
 Oakley, Muriel G.  
 Race, W. B.  
 Skinner, Kate C.  
 Sommerville, T. C.  
 Trenaman, Mabel N.

*Composition:*

Anderson, W. G.  
 Hardy, E. A.  
 Henstridge, Eliz.  
 Lane, J. S.  
 MacLean, Allan E.  
 McManus, Emily,  
 Smith, Katrina B.  
 Stubbs, S. J.  
 Williams, Mary I.

*Ancient History:*

Barron, R. A.  
 Cowles, J. P.  
 De Cou, Nellie.  
 Dolan, J. H.  
 Dufton, Lena.  
**Ferguson, G. A.**  
 Freeman, J. A.  
 Grant, D. M.  
 Jermyn, P. T.  
 Kerfoot, H. W.  
 McKinnon, C.  
 Perry, P.  
 Perry, S. W.  
 Stothers, Minerva.

*British and Canadian  
History:*

Armstrong, W. G.

## Clark, J. C.

Denyes, J. M.  
 Ferguson, John.  
 Hackett, E.  
 Harkness, Mary D.  
 Keillor, Jas.  
 Matthews, Jessie.  
 McCormack, Irene.  
 Reed, G. H.  
 Smith, D. E.  
 Smith, Margaret.  
 Ward, Ada L.  
 Wright, W. J.

*Chemistry:*

Arthur, C. C.  
 Bielby, G. H.  
 Ellis, Mina.  
 Ferguson, T. R.  
 Flock, F. A.  
 Forrester, J. W.  
 Jolliffe, E. H.  
 Moore, J. R.  
 Morrison, E.  
 Pugsley, E.  
 Sexton, J. H.  
 Shannon, S.  
 Tuck, J. R.

*Physics:*

Bell, J. S.  
 Brown, P. W.  
 Corkhill, E. J.  
 Firth, J. W.  
 Grainger, H. A.  
 Gundry, A. P.  
 Hall, W.  
 Hamilton, J. R.  
 Hofferd, G. W.  
 Jennings, W. A.  
 Marlin, L. A.  
 McLaurin, P. C.  
 McMillan, G. O.  
 Smith, F. P.  
 Walkom, D. T.  
 Williams, Edna J.  
 Wright, R.

*Algebra:*

Fairchild, A. H.  
 Dickenson, E. U.  
 Elliott, H. E.  
 Gourlay, R.  
 Hamilton, W. B.  
 Johnson, Leah B.  
 Nichol, W. W.  
 Spiers, T. E.  
 Witheril, E. R.

*Geometry:*

Campbell, J. D.  
 Cantelon, J. W.  
 Cornell, M. L.  
 Elliott, Jno.  
 Hills, Minnie.  
 Keith, G. W.  
 Massey, A. W.  
 McPhail, A. C.  
 Myer, A. N.  
 Rudlen, G. W.  
 Whyte, R.

*Latin:*

Bannister, J. A.  
 Bennett, J. S.  
 Bryan, H. W.  
 Dowsley, W. C.  
 Dugit, Rosalie.  
 Eby, Florence M.  
 Kerr, Chas. S.  
 Knight, Carrie.  
 Lowe, W. D.  
**McKeracher, Donald.**  
 Mooney, W. H. T.  
 Morrow, A. E.  
 Munro, P. F.  
 Solmes, Harriette M.  
 Tate, Mabel E.  
 Tremeer, J.



**Upper School Examination***English:*

Baird, A. W.  
 Jeffries, John.  
 Jennings, E. W.  
 Jones, Laura.  
 Lawlor, Gertrude.  
 Morgan, J.  
 Story, Gladys.

*History:*

Houston, Jessie.  
 Logan, Jessie.  
 Macpherson, W. E.  
 Malcolm, Geo.  
 Norman, Lambert.

*Science:*

Calvert, J. F.

Dandeno, J. B.

Gavin, F. P.  
 Hagan, J. W.  
 Ivey, T. J.  
 Madill, A. J.  
 Sanders, Charlotte.  
 Saunders, W. J.  
 Smeaton, Wm.

*Mathematics:*

Courtice, S. J.  
 Kirkconnell, T. A.  
 Merritt, R. N.  
 Rand, W. E.  
 Rutherford, W. W.  
 Taylor, Wilson.  
 Wren, J. S.

*French and German:*

Bale, Geo. S.  
 Clarke, F. H.  
 Ferguson, W. C.  
 Hogarth, E. S.  
 Reid, R.  
 Willson, Alice.

*Classics:*

Coombs, A. E.  
 Glassey, D. A.  
 Hardie, W.  
 Little, R.  
 Miller, E. A.  
 Twohey, W. J.

**Matriculation Examination***English Grammar:*

Carlyle, J. A.

*Composition:*

Brown, H. W.  
 Edwards, Grace.  
 MacKay, Minnie B.  
 Nelson, A. E.  
 Yarwood, Mary.

*Literature:*

Atkin, Edith.  
 Code, Ethel M.  
 Collins, H. E.  
 Girdler, Winifred.  
 Jamieson, J. S.  
 Stevenson, O. J.

*Classics:*

Andrews, R. T.  
 Barnes, Chas. L.  
 Chase, R. M.  
 Colling, J.  
 Graves, Bessie.  
 Johnson, G. W.  
 May, Annie.  
 McCutcheon, Elsie.  
 McQuaig, H. M.  
 Ovens, Winnifred.  
 Passmore, S.  
 Salter, J. W.  
 Smith, G. O.  
 Smith, L. C.

*History (British and Canadian):*

Cudmore, S. A.  
 Foster, Jessie.  
 Gilmour, A.  
 Gray, Geo. L.  
 Norris, A. D.  
 Pattee, Mrs. Ada.

*French and German:*

Alford, Ethel.  
 Allen, Mabel E.  
 Ball, E. E.  
 Bunnell, Effie M.  
 Chandler, Pearl.  
 Conlin, Evelyn.  
 Dafoe, Norma.  
 Duncan, Ethel A.  
 Feasby, W. J.  
 Gibson, Ethel.  
 Hamilton, Margaret A.  
 Hanna, E.  
 Henry, Lizzie C.  
 Kemp, Wm.  
 Laing, Constance.  
 McKellar, H. S.  
 Mueller, P. W.  
 Muir, Jessie.  
 Patterson, Harriet.  
 Steele, Flora E.  
 Tapscott, H. B.  
 Taylor, Mabel A.  
 Whitely, L. R.

*History (Ancient):*

Adams, J. H.  
 Bonis, H.  
 Fletcher, Beatrice L.  
 Hally, Isobel.  
 Messmore, J. F.

*Physics:*

Hamilton, W. J.  
 Keast, W.  
 Marshall, Chas.

*Chemistry:*

Cornish, G. A.  
 Saunders, W. R.  
 Sine, Fred.

*Algebra:*

Crawford, J. T.  
 Iler, Helen A.  
 Munro, Margaret K.  
 Russell, J. W.

*Arithmetic:*

Henry, T. M.

*Geometry:*

Campbell, A.  
 Davison, J.  
 Ewers, C. F.  
 Kennedy, Thos.  
 McKay, J. M.  
 Windsor, Annie.



Brockville	McCallum, Laura	.....	Art (Interim)	.....	1912	5	1½	.....	1,150
	Shutis, Adam	.....	Commercial	.....	1896	16	11	.....	1,500
	Hamilton, James R.	B.A., Tor.	Science	.....	1912	15	1	.....	1,500
	Murray, Louise M.	..... (Interim)	Eng. and Hist.	.....	1912	2	.....	.....	900
	O'Neill, Morgan J.	..... (Interim)	.....	.....	1912	1	23	.....	1,100
	Connor, Carl Y.	..... (Interim)	.....	.....	1912	3½	.....	.....	1,000
	Ryan, Gertrude	..... (Interim)	.....	.....	1912	3	.....	.....	700
	Hartley, Edna	.....	(Household Science Instr.)	.....	1910	3	1	.....	550
	Husband, Almeron Judson	.....	Eng. and Hist., Fr. and Ger.	.....	1895	17	3	1,900	.....
	Forbes, John William	B.A., Tor.	Math.	.....	1901	16	3	.....	1,500
Chatham	Dowsley, William Clinton	M.A., Queen's	Classics, Eng. and Hist.	.....	1907	13	4	.....	1,500
	McGuire, James F.	M.A., Queen's	Science	.....	1909	9	9	.....	1,500
	Somerville, Thos. C.	B.A., Tor.	Mods. and Hist.	.....	1909	18½	1	.....	1,500
	Giles, A. Edith	.....	Art (Interim)	.....	1890	23	3	.....	1,050
	Richardson, Kate	.....	Commercial	.....	1898	17	6	.....	1,150
	McCormack, Mary Irene	B.A., Queen's	.....	.....	1907	5	2	.....	1,000
	Beattie, Lewis S.	.....	.....	.....	1910	4	.....	1,150	.....
	Twohey, William James	M.A., Tor.	Classics	.....	1904	28	.....	2,000	.....
	Paterson, David Smith	B.A., Tor.	Eng., Fr. and Ger.	.....	1888	36	1½	.....	1,600
	Taylor, Wilson	B.A., Tor.	Math.	.....	1894	27	2½	.....	1,600
Clinton	Edward, Frankland Ward	.....	Commercial	.....	1907	7½	.....	.....	1,600
	Sexsmith, William Newton	B.A., Tor.	Eng. and Hist.	.....	1907	8½	3	.....	1,600
	Miller, Gideon Alexander (Interim)	M.A., Queen's	Science	.....	1912	2½	19	.....	1,400
	Fleming, Maude E.	M.A., Queen's	Mods. and Hist.	.....	1912	6	.....	.....	1,200
	Gregory, Stella Lavina	.....	.....	.....	1911	6	2	.....	1,050
	Jewitt, Oliver Victor (Interim)	B.A., Tor.	Math. and Phys.	.....	1912	.....	.....	.....	1,200
	Kerr, Mrs. Winnabel E. (Interim)	B.A., McMaster	.....	.....	1913	1½	5	.....	1,000
	Treleven, John Wesley	B.A., Tor.	Classics	.....	1907	21	.....	1,600	.....
	Delmage, Edith Rachael	B.A., McMaster	Math.	.....	1906	8	4	.....	1,200
	Macdougall, Isabella J.	B.A., Tor.	Eng. and Hist., Fr. and Ger.	.....	1910	6½	3	.....	1,200
Cobourg	Stone, Alena	..... (Interim)	Commercial	.....	1912	2½	1½	.....	1,000
	Bell, Helen	..... (Interim)	Science	.....	1912	.....	.....	.....	1,300
	Reynolds, Myrtle V. (Interim)	B.A., Western	.....	.....	1913	.....	1	.....	800
	Arthur, Colin Clayton	.....	Science	.....	1893	21	1	1,750	.....
	Odell, John William	M.A., Tor.	Math.	.....	1895	20½	3	.....	1,400
	Jones, Laura Lucinda	B.A., Tor.	Eng., Fr. and Ger.	.....	1898	19½	.....	.....	1,250
	Bannister, John A.	B.A., Queen's	Classics (Interim)	.....	1911	3	13	.....	1,400
	Ashall, Frances M.	B.A., Tor.	Math.	.....	1912	4½	.....	.....	1,300
	Johnston, Agnes M.	.....	Commercial	.....	1911	9	3	.....	1,150
	Ellison, Abel	.....	(Physical Director)	.....	1911	.....	.....	.....	.....

\* Assistant to be appointed.



List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1913.—Continued

Collegiate Institutes	Names of Teachers	Degrees	Specialists	Date of appointment	No. of years' experience in a High School or Col- legiate Institute	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							\$	\$	\$
Collingwood ..	Brown, Percy William .....	B.A., Tor.	Science .....	1906	18	4	1,700	.....	.....
	Upshall, Benjamin A. ....	B.A., Tor.	Classics .....	1911	3 <sup>1</sup> / <sub>2</sub>	.....	.....	1,500	.....
	Smith, Margaret .....	.....	Commercial .....	1907	18	3	.....	1,150	.....
	Hunter, Henry S. ....	M.A., Queen's	Math. and Phys. (Interim) ..	1912	2 <sup>1</sup> / <sub>2</sub>	.....	.....	1,400	.....
	Feasby, William J. ....	B.A., Queen's	Mods. & Hist. (Int.), Fr. & Ger.	1912	4 <sup>1</sup> / <sub>2</sub>	5	.....	1,400	.....
	Dafoe, Helen I. ....	B.A., Tor.	Mods. and Hist. ....	1912	1 <sup>1</sup> / <sub>2</sub>	.....	.....	.....	900
	Close, James O. ....	.....	(Manual Training Instr.) ..	1912	1	.....	.....	1,200	.....
	Laughland, J. ....	B.S.A., Tor.	(Agriculture Instructor) ..	1911	1	.....	.....	1,200	.....
	Wood, Elmore Everton .....	M.A., McMaster	Math. ....	1902	9 <sup>1</sup> / <sub>2</sub>	2	2,200	.....	.....
	Cornell, Maurice Leo .....	M.A., Queen's	Math. ....	1910	5	.....	.....	1,700	.....
Fort William	Parlee, Edith .....	.....	Commercial .....	1908	18 <sup>1</sup> / <sub>2</sub>	10	.....	.....	1,500
	Grant, Christina Cameron .....	B.A., Tor.	Mods. and Hist. ....	1908	10 <sup>1</sup> / <sub>2</sub>	9	.....	.....	1,500
	Madill, Alonzo James .....	B.A., McMaster	Science .....	1911	10	3 <sup>1</sup> / <sub>2</sub>	.....	1,700	.....
	Lewis, Nora .....	B.A., Tor.	Classics .....	1912	1 <sup>1</sup> / <sub>2</sub>	.....	.....	.....	1,200
	Collins, George W. ....	B.S.A., Tor.	(Agriculture Instructor) ..	1911	1	.....	.....	1,500	.....
	Carscadden, Thomas .....	M.A., Tor.	Eng. and Hist. ....	1885	39	3	1,900	.....	.....
	Evans, William Edwin .....	B.A., Queen's	Commercial .....	1892	23	4	.....	1,600	.....
	Hamilton, Robert Somervaille .....	M.A., Tor.	Science .....	1894	23	.....	.....	1,600	.....
	Carter, Janet Wishart .....	M.A., Tor.	Eng. & Hist. (Int.), Fr. & Ger.	1901	20	.....	.....	.....	1,550
	Morrow, Archibald Elston .....	B.A., Tor.	Classics .....	1905	23	.....	.....	1,600	.....
Galt .....	Cameron, John Shaw .....	B.A., Queen's	Math. ....	1909	17	1	.....	1,600	.....
	Fleming, Louis Charles .....	.....	.....	1910	4	12	.....	1,400	.....
	Kersey, Robert Reid .....	M.A., Tor.	.....	1910	3	3	.....	1,300	.....
	Smith, Arthur Frederick .....	B.A., McMaster	.....	1910	2 <sup>1</sup> / <sub>2</sub>	.....	.....	1,300	.....
	Ward, Ada Louise .....	M.A., Tor.	Mods. and Hist. ....	1911	4 <sup>1</sup> / <sub>2</sub>	3	.....	.....	1,100
	Braucht, Frank Eugene .....	.....	Manual Training .....	1912	3	12	.....	1,300	.....
	Twiss, Fannie Adelia .....	.....	Household Science .....	1907	5	.....	.....	.....	1,000
	Hart, Frank Cyril .....	B.S.A., Tor.	(Agriculture Instr.) .....	1907	5	3	.....	1,600	.....

Goderich	Hume, John Patterson	B.A., Queen's	Science	1911	21	1,800	1,800	.....
	Strang, Hugh Innis	B.A., L.L.D., Tor.	Classics	1871	45	3	1,250	.....
	Robertson, Alex. Morton	M.A., Queen's	Math., Fr. and Ger.	1908	3	3	1,400	.....
	Clifford, Margaret K.	M.A., B.Fæd., Queen's	Mods. & Hist., Eng. & Hist.	1912	5½	5	1,300	.....
	Hodge, Gertrude Agnes	B.A., Tor.	Commercial	1909	4	1	800	.....
	Fraser, Lillian B.	(Interim)	Commercial	1912	1	½	1,000	.....
	Durmin, Leticia Edith	(Interim)	Commercial	1912	½	5	800	.....
	Davison, James	B.A., Vic.	Math.	1892	38	2	2,000	.....
	Skinner, Kate Clara	B.A., Tor.	Eng. and Hist., Fr. and Ger.	1895	18	1	.....	1,250
	Charlesworth, John William	B.A., Queen's	Classics	1888	25	3	1,450	.....
Guelph	Luton, James T.	M.A., Tor.	Classics	1909	14	5	1,650	.....
	McNiece, James	B.A., Tor.	Science	1910	17	3	1,650	.....
	Taylor, Daisy E.	M.A., Trin.	Science	1908	4½	6	900	.....
	Shepherd, Eleanor M.	M.A., Trin.	Commercial	1913	3½	1	1,100	.....
	Blyth, Sara	.....	Commercial	1910	7½	7	1,250	.....
	Archibald, Robert Harvey	.....	Commercial	1911	2½	7	1,150	.....
	Hartford, Jas. Jos. Francis (Inter.)	.....	Commercial	1911	2½	3	1,150	.....
	Thompson, Robert Allan	B.A., Tor., L.L.D., McM.	Math.	1885	27	3,000	.....	.....
	Turner, John Burgess	B.A., Queen's	Math., Science	1885	31	3	2,400	.....
	Logan, William McGregor	M.A., Tor.	Classics	1892	27	.....	2,200	.....
Hamilton	Hogarth, Eber Septimus	B.A., Tor.	Eng., Fr. and Ger.	1892	24	.....	2,200	.....
	McGarvin, Michael James	B.A., Tor.	Mods. and Hist.	1906	6½	1½	2,000	.....
	Slumpson, Benjamin L.	M.A., Queen's	Math.	1905	7½	3	1,800	.....
	Morris, Arthur Whitman	M.A., Tor.	Classics	1906	8	5	1,800	.....
	Johnston, George Lang	B.A., Queen's	Art (Interim), Commercial	1888	25	3	1,800	.....
	Armstrong, Geo. Francis	B.A., Tor.	Math.	1907	10½	1½	1,800	.....
	Morrison, Edward	B.A., Tor.	Science	1907	6½	6	1,700	.....
	Marshall, Charles Frederick	B.A., Tor.	Science	1909	5½	.....	1,600	.....
	Freeman, John Alexander	B.A., Tor.	Classics	1909	24	.....	1,600	.....
	McGee, Cyril Houghton	B.A., Trin.	Math.	1909	16	.....	1,600	.....
	Moffatt, William John	B.A., Queen's	Math.	1909	3½	12	1,600	.....
	Collins, Herbert Eugene	B.A., Tor.	Mods. and Hist.	1911	6½	.....	1,600	.....
	Robinson, John Beverley (Interim)	B.A., Qn's, B.Pæd., Tor.	Eng. and Hist.	1910	3	.....	1,600	.....
	Edwards, John James (Interim)	B.A., Queen's	Fr. and Ger.	1911	2½	6	1,400	.....
	Taylor, Mabel Annie	B.A., Queen's	Mods. and Hist. (Interim)	1904	9	4½	1,200	.....
	Sheppard, Alton M.	B.A., Tor.	Math.	1911	4	2½	1,400	.....
	Price, Charles F.	(Interim)	Eng. and Hist.	1913	2	8	1,400	.....
	Elmslie, Kate	B.A., Tor. and Western	Eng. and Hist.	1908	4½	6	800	.....
	Edwards, Mabel Cordelia	.....	.....	1908	6½	.....	800	.....
	Hill, Mary Alpna	.....	.....	1909	11	4	800	.....
	Davidson, Margaret Cheyne	.....	.....	1876	37	14	500	.....
	Sydney, John James	.....	(Drill Instructor)	1905	.....	.....	.....	.....





London	Firth, Thomas	M.A., Tor.	Science	1912	2½	1,500	1,500
	Molr, Catherine Elizabeth			1908	18½	1,000	1,000
	Wheulton, Leonard		Classics	1911	4	1,300	1,300
	Owens, Charles R. (Interim)	M.A., Queen's		1912	4	1,500	1,500
	Crerar, J. Stewart (Interim)	B.A., Queen's		1912	4½	1,200	1,200
	Gibson, Ethel	B.A., Tor.	Mods. and Hist.	1912	7½	1,400	1,400
	MacKenzie, D. A.	B.S.A., Tor.	(Agriculture Instructor)	1909	3	1,400	1,400
	McCutcheon, Fred. Wm. Caswell	B.A., Tor.	Fr.&Ger. (Int.) Math., Eng.&H.	1900	15½	2,500	2,500
	McVicar, Archibald	B.A., Tor.	Eng. and Hist.	1903	15½	1,800	1,800
	Stuart, Frederick Alfred	M.A., Tor.	Science	1903	18	1,800	1,800
	Overholt, Arthur Milton	M.A., McMaster	Math.	1908	13	1,800	1,800
	MacDonald, Geo. Leslie	B.A., Tor.	Eng., Fr. and Ger.	1908	20	1,800	1,800
	McKellar, Herbert S.	B.A., Tor.	Fr. and Ger.	1909	17½	1,800	1,800
	Dickenson, James Arthur		Commercial	1895	26	1,800	1,800
	Andrus, Guy Ambrose			1888	28	1,700	1,700
	Riddell, Frank P.	B.A., Tor.	Classics	1898	23	1,800	1,800
	Mooney, Wm. H. Thos.	B.A., Tor.	Classics (Interim)	1903	10½	1,800	1,800
	Gray, Neil Roy	B.A., Tor.	Mods. and Hist.	1904	9½	1,700	1,700
	Cameron, John H.			1911	5½	1,700	1,700
	Buchanan, John Alexander	B.A., Queen's	Commercial	1907	11½	1,700	1,700
Morrisburg	Walker, Arthur John	B.A., Queen's		1908	9	1,700	1,700
	McRoberts, Joseph H. W.			1911	4	1,700	1,700
	Calvert, Joseph Fletcher	M.A., McMaster	Science	1909	8	1,700	1,700
	Martin, Stephen	B.A., Tor.	Math.	1912	26½	1,700	1,700
	Bluet, Claude K. (Interim)	B.A., Queen's		1912	3½	1,500	1,500
	Anderson, Jessie Inglis	B.A., Tor.	Mods. and Hist.	1906	7½	1,400	1,400
	Kelso, Alice C.		Commercial	1897	17½	1,400	1,400
	Kent, Eleanor	B.A., Western		1912	14	1,400	1,400
	Winnett, Violet (Interim)			1912	2½	1,300	1,300
	Davidson, S. Kelso	B.A., Queen's	(Art Instructor)	1887	32	900	900
	Macpherson, Mary C.		(Household Science Instr.)	1908	10	1,000	1,000
	Gregory, William		(Drill Instructor)	1902	.....	.....	.....
	Slatter, Albert		(Drill Instructor)	1911	.....	.....	.....
	Jamieson, James Smyth	M.A., Vic.	Eng.	1882	37	1,600	1,600
	Royd, Annie Alicia	M.A., Queen's	Commercial, Science	1907	8½	1,450	1,450
	Henry, Thos. McKee	B.A., Tor.	Math.	1908	29	1,450	1,450
	Mackintosh, Helen C.	M.A., Queen's	Fr. and German	1911	2½	950	950
	Pringle, Gertrude	B.A., Tor.	Classics	1912	7½	1,350	1,350
	Bradt, Emerson Peart	B.S.A., Tor.	(Agriculture Instructor)	1912	1	1,200	1,200
	Vining Roy	B.S.A., Tor.	(Agriculture Instructor)	1912	½	600	600
Napanee	Flach, Ulysses Jacob	M.A., Tor.	Math.	1900	24	1,700	1,700
	Corkhill, Edward J.	B.A., Queen's	Science	1913	24	1,500	1,500
	Dickey, Mary Ada	B.A., Tor.	Mods. and Hist.	1910	10	1,300	1,300

## List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1913.—Continued

Collegiate Institutes	Names of Teachers	Degrees	Specialists	Date of appointment	No. of years' experience in a High School or Collegiate Institute	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
Napanee—	Moir, Isabella	.....	Commercial	1909	5 $\frac{1}{2}$	8	\$ .....	\$ .....	\$ 1,100
	Taylor, William B.	M.A., Tor.	Classics	1912	1 $\frac{1}{2}$	1 $\frac{1}{2}$	.....	1,200	.....
	Brown, William Bertram	B.A., Tor.	.....	1912	.....	.....	.....	1,000	.....
	Curran, George E.	B.S.A., Tor.	(Agriculture Instructor)	1912	.....	.....	.....	1,200	.....
	Kedey, William	.....	(Asst. Agr. Instr.)	1912	.....	.....	.....	600	.....
Niagara Falls	Dickson, James D.	B.A., Tor.	Math.	1893	25	3	2,000	.....	.....
	Walker, David McKenzie	.....	Commercial	1893	23	16	.....	1,600	.....
	Will, George Edwin	B.A., Tor.	Classics	1901	13	3	.....	1,600	.....
	Logan, Jessie McKenzie	B.A., Tor.	Mod. and Hist.	1907	5 $\frac{1}{2}$	.....	.....	1,400	.....
	Ward, Clara Anne	B.A., Tor.	Mod. and Hist.	1910	9 $\frac{1}{2}$	.....	.....	1,400	.....
	Tuck, John Raphael	M.A., Queen's	Science	1911	4 $\frac{1}{2}$	5 $\frac{1}{2}$	.....	1,600	.....
	Bicknell, Harry Elmer	.....	Art	1912	1 $\frac{1}{2}$	.....	.....	1,250	.....
	Norrish, Vera E.	B.A., Queen's	.....	1913	1 $\frac{1}{2}$	.....	.....	1,200	.....
	Lillie, John T.	B.A., Vic.	Classics	1910	25 $\frac{1}{2}$	.....	1,700	.....	.....
	Dodge, Thomas Clarke	B.A., Tor.	Math., Commercial	1899	19	8	.....	1,450	.....
Orillia	Sanders, Charlotte	B.A., McMaster	Commercial (Int.), Science	1910	8	1	.....	1,400	.....
	Duncan, Ethel Anne	B.A., Tor.	Mod. and Hist.	1908	5 $\frac{1}{2}$	.....	.....	1,200	.....
	Clark, Ira Ethelbert	.....	.....	1906	6 $\frac{1}{2}$	7	.....	1,000	.....
	Cunningham, Carrie	M.A., Tor.	Eng. and Hist.	1911	3	1 $\frac{1}{2}$	.....	1,050	.....
	O'Brien, William James	.....	Commercial	1912	2 $\frac{1}{2}$	5 $\frac{1}{2}$	.....	1,400	.....
	Arthur, Nellie	B.A., Queen's	Mod. and Hist.	1913	3	2 $\frac{1}{2}$	.....	1,000	.....
	McDougall, Alexander Hiram	B.A., Tor.; LL.D., Qns.	Math.	1889	29	.....	3,200	.....	.....
	Macmillan, John	B.A., LL.D., Tor.	Eng.	1864	48	5	.....	2,300	.....
	Campbell, Daniel Alexander	B.A., Tor.	Science	1896	16	3	.....	2,300	.....
	Maryl, Aletta Elise	M.A., Queen's	Fr. and Ger.	1903	18	3	.....	.....	2,200
Ottawa	Norris, Isaac Taylor	B.A., Queen's	Math.	1898	17	.....	.....	2,200	.....

Hardie, William	B.A., Tor.	Classics	21	1905	2,200
Stothers, Robert	B.A., Queen's	Commercial, Art	26	1887	2,200
Hood, Finlay	.....	Commercial	8	1906	1,800
Simpson, Robert S.	B.A., Tor.	Science	14	1903	1,900
Sneaton, William	B.A., Tor.	Math.	12½	1906	1,900
Nichol, William Wallace	.....	.....	15½	1909	1,900
Stevenson, Wm. John	.....	.....	12	1906	1,800
Tomkins, Elizabeth Augusta	M.A., Queen's	Eng. and Hist.	22	1902	1,400
McManus, Emily	.....	.....	10½	1906	1,400
Keogh, Lucius Richard	B.A., McMaster	.....	17	1906	1,600
Mann, Harry Clarke	B.A., Tor.	.....	6½	1907	1,600
Graham, William Andrew	M.A., Queen's	Science	5½	1907	1,600
McMillan, George O.	.....	.....	14½	1908	1,700
Kaiser, Jesse Bernmath	B.A., Queen's	Fr. and Ger. (Interim)	7	1909	1,800
Muir, Jessie	B.A., Tor.	Classics (Interim), Fr. & Ger.	4	1909	1,600
Mabee, George Elliott	B.A., Tor.	Math.	8	1909	1,300
Lane, James Stanley	B.A., Queen's	Fr. and Ger.	3½	1910	1,700
Stewart, George B.	B.A., Tor.	Eng. and Hist.	19½	1911	1,500
Gilchrist, Dugald A.	B.A., B.Pad., Tor.	Science	3½	1911	1,400
Donaldson, William	B.A., Tor.	Art (Interim), Commercial.	7	1912	1,800
Smith, Clayton Richard	.....	(Physical Director)	12	1912	1,500
Smith, Henry L.	.....	.....	4	1912	1,500
Huggins, Sergeant-Major	.....	.....	5	1912	1,400
Murray, Thomas	B.A., Tor.	Math.	6½	1912	1,400
Packham, James Henry	B.A., Vic.	Math., Commercial	19	1897	2,150
Brown, Lyman	M.A., Tor.	Classics	2	1884	1,650
Filmslie, Wallace	B.A., Tor.	Mods. and Hist.	15½	1903	1,650
Robertson, George A.	B.A., Tor.	Science	11½	1909	1,650
Whitely, Lester R.	B.A., Tor.	Mods. and Hist.	8½	1909	1,650
Dowkes, William J.	.....	.....	10½	1910	1,650
Asselstine, Oliver	M.A., Queen's	Math.	9	1903	1,250
Edwards, Grace	M.A., Tor.	Mods. and Hist. (Interim)	5½	1907	1,350
Shaver, Charles A.	B.A., Queen's	.....	4½	1909	1,150
Lalley, Marlon B.	B.A., Tor.	(Household Science Instr.)	4½	1909	1,150
Pritchard, Frances Palmer	.....	(Manual Training Instr.)	1	1912	850
Mann, William S.	.....	.....	6	1907	800
Marlin, Lewis Alexander	M.A., Queen's	Science	.....	1912	1,000
Cowan, Margaret Taylor	B.A., Tor.	Classics	5	1910	1,700
McKenzie, D. Hardy	B.A., Tor.	Math.	6½	1910	1,300
McRae, Donella Maud	B.A., Queen's	Mods. and Hist.	2	1911	1,400
Walker, Helen Campbell	B.A., Queen's	Commercial	8½	1911	1,200
Clark, Donald McKenzie	.....	(Agriculture Instr.)	1½	1911	850
Woltz, George Leslie	.....	.....	1½	1912	1,300
.....	.....	.....	¾	.....	800

Owen Sound

Perth



## List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1913.—Continued

Collegiate Institutes	Names of Teachers	Degrees	Specialists	Date of appointment	No. of years' experience in a High School or Collegiate Institute	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							\$	\$	\$
Peterborough	Kenner, Henry Rowe H.	B.A., Tor.	Classics	1893	24	4	2,200	.....	.....
	Fessenden, Cortez	M.A., Trin.	Math.	1890	37	3	.....	1,780	.....
	Weir, Annie	B.A., Tor.	Eng. and Hist., Fr. and Ger.	1904	16	6	.....	.....	1,655
	Stubbs, Samuel James	B.A., Tor.	Eng. and Hist., Classics	1907	16	3	.....	1,655	.....
	Harvey, John Franklin	B.A., Queen's	.....	1907	5½	9	.....	1,350	.....
	Pettit, Louis John	B.A., Queen's	.....	1908	7½	3	.....	1,655	.....
	Alford, Ethel	M.A., Queen's	Eng. and Hist.	1909	4½	3	.....	.....	1,350
	Fergusson, George A.	B.A., Tor.	Fr. and Ger. (Interim)	1910	9½	2	.....	1,605	.....
	Firth, Joseph Wilson	B.A., Tor.	Classics	1910	5	2	.....	1,600	.....
	Colling, George F.	B.A., Tor.	Science	1910	14	.....	.....	1,555	.....
	Jamieson, Clinton Egerton	B.A., Tor.	Math.	1911	8½	1	.....	1,500	.....
	Mackay, Donald A.	B.A., Queen's	Commercial	1911	12	5	.....	1,600	.....
	Minns, James Edward	B.A., Vic.	Science	1912	.....	.....	.....	.....	.....
Picton	Bigg, Edmund Murney	B.A., Tor.	Math., Science	1911	21	3	1,700	.....	.....
	Kerfoot, Horace Watson	M.A., Tor.	Science	1906	39	.....	.....	1,400	.....
	Mallory, Bertha	B.A., Queen's	Classics (Interim)	1911	8	11	.....	1,500	.....
	Solmes, Harriette Mary	B.A., Queen's	Commercial	1909	5½	10	.....	.....	1,100
	Ingham, Bruce	B.A., Queen's	.....	1912	5	1½	.....	.....	1,000
	MacVannell, Alexander P.	B.A., Tor.	Eng. & Hist., Mods. & Hist.	1912	.....	.....	.....	1,200	.....
	Howell, William B. L.	B.S.A., Tor.	(Agriculture Instr.)	1909	3½	.....	.....	1,500	.....
	Cranston, David Loudon	B.A., Tor.	Classics	1904	15	.....	2,100	.....	.....
	Cloney, S. Louise	B.A., Tor.	Math.	1907	9	.....	.....	1,800	.....
	Rosevear, Howard Stanley	M.A., Queen's	Eng. and Hist., Fr. and Ger.	1910	16	4	.....	.....	1,400
Port Arthur	Aitchison, Belle	B.A., Tor.; M.A., Harv.	Commercial (Int.) Science.	1910	17	.....	.....	1,800	.....
	Bartlett, Cora	.....	.....	1903	18	3	.....	.....	1,200
	Whiddon, John W.	.....	Commercial (Interim)	1912	2	6½	.....	.....	1,400
	Gowsell, Hattie M.	.....	(Manual Training Instr.)	1910	7	.....	.....	1,650	.....
	.....	.....	(Household Science Instr.)	1911	1½	6	.....	.....	900

Renfrew .....	Bryan, Hugh Wallace	M.A., Queen's	Classics	1907	15½	.....	1,800	.....
	Baird, Alex. William	M.A., Queen's	Eng. and Hist., Fr. and Ger.	1908	4½	.....	1,400	.....
	Forrest, William	B.A., M.D., Tor.	Science	1910	22	.....	1,400	.....
	Corkey, Florence	M.A., Queen's	Eng. and Hist. (Interim)	1910	5	3	.....	1,100
	Morrison, Delle Selena	M.A., Queen's	Commercial	1908	4	2	.....	1,200
	Robertson, Dorothy	B.A., Queen's	Math. and Phys.	1912	1½	.....	.....	800
	Fair, Loreto C.	B.A., Tor.	Math. and Phys.	1912	1	.....	1,000	.....
	McGregor, Pearl	.....	.....	1912	3½	.....	.....	800
Ridgetown ...	Frost, Francis Henry	B.A., Tor.	Math.	1912	18	2	1,500	.....
	Watterworth, Grace M.	.....	Commercial	1907	12½	2	.....	1,000
	Closs, Frank David	.....	Science	1909	16	2½	.....	1,100
	Breckon, F. Louise	B.A., Tor.	Classics (Interim)	1910	2½	.....	.....	1,100
	Trenaman, Mabel N.	B.A., Tor.	Meds. and Hist.	1910	10½	.....	.....	1,000
St. Catharines	Coombs, Albert Ernest	M.A., B.Pæd., Tor.	Classics	1909	20½	.....	1,850	.....
	Odium, Elcanor Dora	B.A., Trin.	Meds. and Hist.	1907	9½	1	.....	1,500
	Carefoot, George Andrew	B.A., B.Pæd., Queen's	Science	1911	16	5½	.....	1,600
	Anderson, Lillie C.	.....	Commercial	1912	9	3	.....	1,200
	Bocking, Wm. Reginald.	M.A., Tor.	Math. and Phys.	1912	1½	1	.....	1,300
	Lauder, Beatrice	M.A., Queen's	.....	1912	1	.....	.....	1,000
	Hartford, Leo	.....	.....	1912	1½	.....	1,000	.....
	Martin, Helen Jacqueline	B.A., Tor.	.....	1913	1	.....	.....	900
St. Mary's	Haydon, Wm. James.	M.A., McMaster	Science	1911	1½	.....	.....	.....
	Colbeck, Wilhelmina Louise	B.A., Tor.	Meds. and Hist.	1912	1½	.....	1,400	.....
	Challen, Newton Eugene	B.A., McMaster	Math.	1912	2½	3	.....	1,000
	Scott, Dorothea Lucile.	B.A., Queen's	.....	1912	1½	.....	.....	900
	McGuirl, Thomas Henry	B.A., Queen's	Commercial, Art	1912	12	5	.....	1,300
	Clarke, Nellie L.	B.A., Tor.	.....	1913	.....	.....	.....	750
St. Thomas	Voaden, Arthur C.	M.A., Queen's	Eng. and Hist., Com.	1903	18	2	2,000	.....
	Auld, Charles	B.A., Tor.	Math.	1909	18	.....	1,600	.....
	Cook, Margaret	M.A., Tor.	Eng. and Hist., Fr. and Ger.	1903	17	.....	.....	1,600
	Liebner, Ernest O.	B.A., Queen's	Science	1909	19	.....	.....	1,600
	Gray, George L.	B.A., Tor.	Eng. and Hist.	1909	5	.....	1,600	.....
	Henderson, James V.	B.A., Tor.	Classics	1911	10	3	.....	1,600
	Wing, Henry	.....	.....	1908	5	9	.....	1,200
	Woodley, Arthur M.	.....	.....	1913	5½	7	.....	1,500
	McEachern, John G.	B.A., Queen's	.....	1909	4½	.....	.....	1,300
	Thomas, Neil J.	.....	.....	1910	3	.....	.....	1,200
	Lamb, Walter J.	M.A., Queen's	Math. and Phys.	1913	1½	3	.....	1,500
	Berney, Laura J.	B.A., Queen's	.....	1911	5	.....	.....	1,100
	Oates, T. William	.....	.....	1911	1½	2	.....	1,100

\* Principal to be appointed.

## List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1913.—Continued

Collegiate Institutes	Names of Teachers	Degrees	Specialists	Date of appointment	No. of years' experience in a High School or Col- legiate Institute	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							\$	\$	\$
Sarnia	Dent, Wm. Arthur..(Acting Prin.)	B.A., Tor.	Science	1904	15	2	1,700		
	Grant, David M. ....	B.A., Tor.	Classics	1885	29			1,600	
	Oakley, Muriel Gladys .....	M.A., Tor.	Eng. and Hist.	1910	4				1,350
	O'Donoghue, Mary Helen .....	M.A., Tor.	Mods. and Hist.	1912	1				1,300
	Campbell, Minnie .....	(Interim)	Commercial	1912	5 $\frac{1}{2}$	10 $\frac{1}{2}$			1,000
	Sinclair, William T. ....(Interim)	B.A., Qns. & R.U.I.		1912	1			1,100	
	Cruikshank, Libbie .....			1913	7	5			1,000
	Montgomery, William .....	B.A., Tor.	Math.	1913	17			1,600	
	Rogers, George Franklin .....	B.A., Vic.	Science	1900	19		1,800		
	Miller, Norman .....	M.A., Queen's	Math.	1911	1 $\frac{1}{2}$			1,200	
Seaforth	May, Annie .....	B.A., Tor.	Classics	1913	7 $\frac{1}{2}$				1,300
	Bowers, A. Mae .....	B.A., Tor.	Mods. and Hist.	1912	1 $\frac{1}{2}$				1,000
	Bottoms, Emma Margaret ..(Int.)		Commercial	1912	1	9			1,000
	Towle, Lucie Anna .....	(Interim)		1912	1	3			800
	Rose, Robert Chas. ....	B.A., Tor.	Math.	1907	21	3 $\frac{1}{2}$	1,900		
	Forrester, John Wilfrid .....	M.A., Queen's	Science	1910	3 $\frac{1}{2}$	4		1,700	
Smith's Falls	McWhorter, Mary Ann Victoria....	B.A., Tor.	Mods. and Hist.	1909	3 $\frac{1}{2}$				1,000
	Payne, Pearl .....	(Interim)		1911	2 $\frac{1}{2}$	2			1,000
	Burns, Charles J. ....	B.A., Queen's	Classics	1912	2 $\frac{1}{2}$			1,500	
	McGregor, Mrs. Jeanette (Interim)	M.A., Queen's	Commercial	1912	3	4			1,000
	McCallum, Mary .....	(Interim)	(Manual Training Instr.)	1912	1 $\frac{1}{2}$	3 $\frac{1}{2}$			800
	Ferguson, William T. ....		(Household Science Instr.)	1912	1	12		1,350	
	Vaughan, Kathleen C. ....			1912	1 $\frac{1}{2}$	3			750



Stratford	.....	Mayberry, Charles Alexander	B.A., LL.B., Tor.	Classics	1891	29	2	2, 100	.....
		Malcolm, George	B.A., Queen's	Eng. and Hist.	1890	28	6	1,550	.....
		Sprung, Whitfield Lyman	B.A., Tor.	Math.	1908	9	5	1,700	.....
		Marty, Sophie E.	M.A., Queen's	Eng. and Hist., Fr. and Ger.	1900	20	3	1,550	.....
		McMillan, William James	B.A., Tor.	Science	1912	34	5	1,500	.....
		McQueen, Rose	B.A., Tor.	Eng. and Hist. (Interim)	1912	5	1	1,400	.....
		Patterson, Harriet	B.A., Queen's	Commercial	1910	6	.....	1,150	.....
		Doherty, Mabel	.....	.....	1908	10	2	1,200	.....
		Day, John Wilfred	.....	.....	1908	5	14	1,300	.....
		Creighton, Thomas M.	.....	.....	1911	4	1	1,200	.....
		Geddes, William Sloane	.....	.....	1912	34	1	1,200	.....
		Clubine, Israel	.....	.....	1912	5	.....	1,200	.....
		Pearson, Ellen	.....	(Manual Training Instr.)	1912	3	2	.....	650
		.....	.....	(Household Science Instr.)	1910	.....	.....	.....	.....
Strathroy	....	Gundry, Arthur Presland	B.A., Tor.	Science	1910	21	1	1,800	.....
		Houston, Jessie	B.A., Tor.	Mods. and Hist.	1909	8	.....	.....	1,300
		Johnson, Leah B.	M.A., Tor.	Math.	1910	6	.....	.....	1,200
		Hooper, Arthur G.	M.A., Tor.	Classics	1912	.....	2	.....	1,500
		Edwards, Margaret A.	.....	Commercial	1913	.....	4	.....	1,000
Toronto	(Harbord St.)	Hagarty, Edward William	M.A., Tor.	Classics	1892	29	.....	3,000	.....
		Balmer, Eliza May	B.A., Tor.	Eng., Fr. and Ger.	1892	23	1	.....	2,200
		Lawler, Gertrude	M.A., Tor.	Eng., Fr. and Ger., Math.	1892	21	.....	.....	2,200
		Ivey, Thomas Joyce	M.A., Tor.	Science	1909	16	.....	1,950	.....
		Glassey, David Alex.	B.A., Tor.	Classics	1906	18	.....	2,050	.....
		Wightman, Robert	B.A., Tor.	Math.	1908	15	.....	2,050	.....
		Clark, Luther John	B.A., Queen's	Fr. and Ger.	1896	22	5	2,000	.....
		Jennyns, Percy Thomas	M.A., Tor.	Eng. and Hist.	1906	12	2	1,950	.....
		Shaw, Robert	B.A., Tor. & McM.	Math.	1907	11	3	1,850	.....
		Brown, Harry W.	B.A., Tor.	Eng. and Hist., Fr. and Ger.	1909	18	.....	1,650	.....
		Keast, Walter	B.A., Tor.	Math. (Interim)	1907	6	5	1,850	.....
		Dunkley, Albert Wesley	M.A., Queen's	Classics	1910	12	.....	1,650	.....
		Fraser, Charles G. (Jr.)	M.A., Tor.	Science	1910	21	.....	1,400	.....
		Young, Edmund T.	.....	.....	1911	6	20	1,600	.....
		Pilkey, Peter Joseph	B.A., Q ns. & McM.	Eng. and Hist.	1911	11	10	1,600	.....
		Carlyle, John A.	B.A., Tor.; M.A., Harv.	Science	1911	3	2	1,400	.....
		Ayers, M. Huntley	M.A., Queen's	Eng. and Hist., Fr. and Ger.	1911	8	8	1,650	.....
		Hawkins, Maud Mary	B.A., Tor.	Fr. and Ger.	1911	12	.....	1,500	.....
		Rochat, Paul	M.A., Paris	Classics, Eng. and Hist.	1912	1	.....	1,300	.....
		Knight, Carrie	M.A., Tor.	.....	1913	3	.....	1,300	.....
Toronto	(Parkdale)	Smith, Gilbert Acheson	B.A., Tor.	Science	1889	31	4	3,000	.....
		Spence, Nellie	B.A., Tor.	Classics, Eng.	1889	24	1	.....	2,200
		Hillock, Julia S.	B.A., Tor.	Fr. and Ger.	1900	19	.....	.....	2,200
		Cosens, Absalom	M.A., Tor.	Science	1904	16	2	.....	2,150

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1913.—Continued

Collegiate Institutes	Names of Teachers	Degrees	Specialists	Date of appointment	No. of years' experience in a High School or Collegiate Institute	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							\$	\$	\$
Toronto (Parkdale) Con.	Mills, Jno. Hudson	M.A., Tor.	Classics	1906	22	1	1	2,050	.....
	Sinclair, John	B.A., Tor.	Fr. and Ger., Eng.	1897	24	8	8	2,000	.....
	Phillips, Wm. A.	B.A., Tor.	Fr. and Ger., Eng.	1906	24	1	1	1,950	.....
	Reid, Thos. Emerson	B.A., Tor.	.....	1905	8	8 $\frac{1}{2}$	8 $\frac{1}{2}$	1,950	.....
	Smith, Arthur	B.A., Tor.	Science	1907	11	3	3	1,850	.....
	Barnes, Chas. L.	B.A., Tor.	Classics (Interim)	1907	10	5	5	2,000	.....
	Sealey, Ethel May	B.A., Tor.	Mods. and Hist.	1907	11	1	1	.....	1,850
	Hutchinson, John I.	M.A., Tor.	Eng. and Hist.	1909	4	.....	.....	1,500	.....
	Darroch, William F.	B.A., Queen's	Science (Interim)	1910	3	16	16	1,600	.....
	Jackson, Vincent W.	B.A., Tor.	Math.	1912	3 $\frac{1}{2}$	6	6	1,500	.....
	Keith, George W.	B.A., Tor.	Math.	1912	14 $\frac{1}{2}$	.....	.....	1,850	.....
Toronto (Jarvis St.)	Embree, Luther E.	M.A., Tor.; LL.D., McM	Classics, Eng., Fr. and Ger.	1906	40	5	5	3,600	.....
	Jeffries, John	B.A., Tor.	Eng. and Hist., Fr. and Ger.	1907	25	1	1	2,050	.....
	Longheed, Wm. James	M.A., Tor.	Math.	1907	9 $\frac{1}{2}$	3 $\frac{1}{2}$	3 $\frac{1}{2}$	1,850	.....
	Munro, Peter Fraser	M.A., Qu.; B.Pæd., Tor.	Classics	1907	12	.....	.....	1,850	.....
	Jennings, Wm. Arthur	B.A., Tor.	Science	1907	6 $\frac{1}{2}$	.....	.....	1,700	.....
	Hardy, Edwin A.	B.A., D.Pæd., Tor.	Eng., Fr. and Ger.	1910	22	.....	.....	1,600	.....
	Thomas, Janie	M.A., Tor.	Eng. and Hist.	1882	30 $\frac{1}{2}$	1	1	.....	2,000
	Keillor, James	B.A., Queen's	Eng. and Hist.	1905	21	3	3	1,950	.....
	Halbert, Edwin J.	B.A., Tor.	Science (Interim)	1910	3 $\frac{1}{2}$	3	3	1,500	.....
	Murdoch, William E. (Interim)	B.A., Tor.	Classics	1910	2 $\frac{1}{2}$	16	16	1,600	.....
	Barnes, Charles H.	B.A., Queen's	Eng. and Hist., Fr. and Ger.	1910	2 $\frac{1}{2}$	16	16	1,600	.....
	O'Connell, Marguerite E. (Interim)	B.A., Tor.	Eng. and Hist.	1908	4 $\frac{1}{2}$	2	2	.....	1,600
	Dafoe, M. Norma	M.A., McM. & Harv.	Mods. and Hist.	1911	4 $\frac{1}{2}$	.....	.....	.....	1,400
	Tapscott, Harry B.	M.A., Queen's	Fr. and Ger.	1912	8	6 $\frac{1}{2}$	6 $\frac{1}{2}$	1,950	.....
	Patterson, Arnott M.	M.A., Queen's	Science (Interim)	1912	4 $\frac{1}{2}$	.....	.....	1,500	.....
	Milburn, Clement A. (Interim)	B.A., Tor.	Math.	1912	.....	4	4	1,300	.....

Toronto (Humber-side)	Colbeck, Franklin Charles	B.A., Vic.	Classics, Eng.	1894	26	1½	3,000	.....
	Gourlay, Richard	B.A., Tor.	Classics, Math.	1893	26	.....	2,200	.....
	Charles, Henrietta	B.A., Tor.	Eng., Fr. and Ger.	1901	26	.....	2,200	2,200
	Johnston, Frederick James	M.A., Tor.	Science	1904	15	3	.....	2,100
	Jones, George Mallory	B.A., Tor.	Eng. and Hist., Fr. and Ger.	1907	15	.....	.....	1,700
	Bennett, John S.	B.A., Tor.	Classics	1909	4½	6	.....	1,800
	Saunders, William R.	B.A., Queen's	.....	1910	12½	4½	.....	1,500
	Stewart, Kate L.	B.A., Tor.	Eng. and Hist.	1911	5	8½	.....	1,800
	Hatch, Salem B.	.....	Art, Commercial	1909	8	.....	.....	2,000
	Evans, William Arthur	.....	.....	1904	8½	20	.....	.....
Vankleek Hill.	Mitchener, James L.	B.A., McMaster	Science	1909	11	6	1,600	.....
	Dutton, Lena	B.A., Tor.	Classics	1909	4	.....	.....	1,100
	Shurtleff, W. Morley	.....	Commercial (Interim)	1910	3½	8	.....	1,250
	Wallace, Frank D.	(Interim)	Math.	1912	2½	.....	.....	1,400
	Hewitt, Cora E.	(Interim)	Mods. and Hist.	1912	½	2½	.....	1,000
Windsor	Gavin, Frederick Pearce	B.A., Queen's	Science	1892	21	.....	2,100	.....
	Bell, Frederick Henry	B.A., Tor.	Eng. and Hist., Fr. and Ger.	1898	19½	.....	.....	1,750
	Reid, Robert	B.A., Tor.	Eng. and Hist., Fr. and Ger.	1909	19	4	.....	1,700
	Bruant, Robert Anthony	B.A., Tor.	Science	1905	10	1	.....	1,700
	Cleary, Norah	B.A., Tor.	.....	1900	11	.....	.....	1,300
	Crassweller, Christopher L.	B.A., Tor.	Math.	1913	28	2½	.....	1,700
	Lowe, William Duff	M.A., Queen's	Eng. & Hist. (Int.), Classics.	1908	4½	.....	.....	1,700
	Cunningham, Evangeline	B.A., Tor.	Commercial	1909	8	.....	.....	1,200
	Strigley, Edgar C.	.....	Commercial (Interim)	1911	18	5	.....	1,700
	Stockdale, Thomas N.	.....	.....	1912	4	4	.....	1,700
Woodstock	Levan, Isaac Master	B.A., Tor.	Classics, Eng., Mods.	1898	31½	.....	1,800	.....
	Salter, Wesley John	B.A., Tor.	Classics	1907	5½	.....	.....	1,500
	Whitton, Frederick A.	(Interim)	Fr. and Ger.	1913	½	.....	.....	1,500
	Brown, Clarence Leslie	M.A., McMaster	Math.	1909	3	2	.....	1,600
	Staples, Louis Edgar	M.A., Queen's	Science	1910	10½	15	.....	1,500
	Stone, Alice B.	.....	Commercial	1907	10½	8	.....	1,100
	Harris, Mary A.	B.A., McMaster	Mods. and Hist.	1912	2½	½	.....	1,000
	Robinson, Mary Alberta	.....	.....	1910	21	10	.....	850
	Mackay, Emma L.	.....	.....	1910	21	3½	.....	700
	Mercer, John S.	.....	Manual Training	1905	8	6½	.....	1,500
Steinmetz, Geraldine ... (Interim)	White, Lila Kate Guthrie	.....	(Household Science Instr.)	1911	1	4½	.....	550
	Shook, Muriel Alitina	(Interim)	.....	1912	2½	2	.....	800
	.....	.....	.....	1912	½	.....	.....	800
	.....	.....	.....	1912	.....	.....	.....	.....



List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1913.—Continued

High Schools	Names of Teachers	Degrees	Specialists	Date of appointment	No. of years' experience in a High School or Collegiate Institute	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
Alexandria . . .	MacKay, Donald . . . . .	M.A., Tor. . . . .	Classics . . . . .	1895 . . . . .	23 . . . . .	2 $\frac{1}{2}$ . . . . .	\$ 1,600 . . . . .	\$ . . . . .	\$ . . . . .
	Sweeney, Agnes Calvary . . . . .	. . . . .	. . . . .	1909 . . . . .	7 . . . . .	3 $\frac{1}{2}$ . . . . .	. . . . .	. . . . .	1,150 . . . . .
	MacLennan, C. Lillie . . . . .	B.A., Queen's . . . . .	. . . . .	1911 . . . . .	4 . . . . .	1 . . . . .	. . . . .	. . . . .	1,100 . . . . .
	Warren, Winifred . . . . .	. . . . .	. . . . .	1911 . . . . .	3 $\frac{1}{2}$ . . . . .	2 . . . . .	. . . . .	. . . . .	900 . . . . .
Almonte . . . . .	Foucar, Walter K. . . . .	M.A., Tor. . . . .	Fr. and Ger., Eng. and Hist. . . . .	1911 . . . . .	17 $\frac{1}{2}$ . . . . .	. . . . .	1,500 . . . . .	. . . . .	. . . . .
	O'Donnell, Thomas J. . . . .	. . . . .	. . . . .	1908 . . . . .	5 $\frac{1}{2}$ . . . . .	3 . . . . .	. . . . .	1,100 . . . . .	. . . . .
	Mathews, Jessie Edith . . . . .	M.A., Tor., B.A., Qn's . . . . .	. . . . .	1908 . . . . .	4 $\frac{1}{2}$ . . . . .	3 . . . . .	. . . . .	. . . . .	1,000 . . . . .
	Tennant, Herbert J. . . . . (Interim)	. . . . .	. . . . .	1912 . . . . .	1 . . . . .	1 $\frac{1}{2}$ . . . . .	. . . . .	900 . . . . .	. . . . .
Arnprior . . . . .	Rand, Wilfred Erle . . . . .	B.A., Tor. . . . .	Math. . . . .	1910 . . . . .	20 . . . . .	1 . . . . .	1,700 . . . . .	. . . . .	. . . . .
	Welsh, David A. . . . .	B.A., Tor. . . . .	. . . . .	1911 . . . . .	2 . . . . .	2 . . . . .	. . . . .	1,400 . . . . .	. . . . .
	Strang, Rose Innes . . . . .	. . . . .	. . . . .	1911 . . . . .	15 . . . . .	. . . . .	. . . . .	. . . . .	1,000 . . . . .
	Fletcher, Beatrice L. . . . .	B.A., Tor. . . . .	Classics . . . . .	1912 . . . . .	5 $\frac{1}{2}$ . . . . .	2 $\frac{1}{2}$ . . . . .	. . . . .	. . . . .	1,250 . . . . .
	Hall, Margaret M. S. . . . .	B.A., Queen's . . . . .	. . . . .	1912 . . . . .	2 . . . . .	5 . . . . .	. . . . .	. . . . .	1,000 . . . . .
Arthur . . . . .	Langford, Thomas E. . . . .	M.A., Queen's . . . . .	Science . . . . .	1910 . . . . .	13 $\frac{1}{2}$ . . . . .	6 . . . . .	1,400 . . . . .	. . . . .	. . . . .
	Lynch, Mary E. . . . .	. . . . .	. . . . .	1911 . . . . .	5 $\frac{1}{2}$ . . . . .	2 . . . . .	. . . . .	. . . . .	850 . . . . .
	Bell, Winifred . . . . .	. . . . .	. . . . .	1912 . . . . .	7 . . . . .	. . . . .	. . . . .	. . . . .	750 . . . . .
Athens . . . . .	Sexton, James Henry . . . . .	M.A., Queen's . . . . .	Science . . . . .	1909 . . . . .	16 . . . . .	9 . . . . .	1,700 . . . . .	. . . . .	. . . . .
	Windsor, Annie . . . . .	B.A., McMaster . . . . .	Math. . . . .	1912 . . . . .	6 . . . . .	. . . . .	. . . . .	. . . . .	1,200 . . . . .
	MacKay, Minnie B. . . . .	B.A., Queen's . . . . .	. . . . .	1912 . . . . .	3 $\frac{1}{2}$ . . . . .	. . . . .	. . . . .	. . . . .	900 . . . . .
	Haynes, Andrew . . . . .	B.A., Vic. . . . .	. . . . .	1912 . . . . .	2 $\frac{1}{2}$ . . . . .	3 . . . . .	. . . . .	1,300 . . . . .	. . . . .
	Patterson, Edith . . . . .	. . . . .	. . . . .	1912 . . . . .	2 $\frac{1}{2}$ . . . . .	3 . . . . .	. . . . .	. . . . .	775 . . . . .
	Smith, W. H. . . . .	B.S.A., Tor. . . . .	(Agriculture Instructor) . . . . .	1912 . . . . .	$\frac{1}{2}$ . . . . .	. . . . .	. . . . .	1,200 . . . . .	. . . . .

Aurora	Ferguson, John	B.A., Queen's	.....	1909	7	8	1,600	.....	1,150	.....	800	750
	Hicks, Fred M.	..... (Interim)	.....	1912	7	2 $\frac{1}{2}$	.....	.....	.....	.....	.....	.....
	Whifton, Pearl L.	B.A., Queen's	.....	1912	.....	.....	.....	.....	.....	.....	.....	.....
	Powell, Muriel E.	B.A., Western	.....	1912	.....	.....	.....	.....	.....	.....	.....	.....
Aylmer	Rutherford, Walter W.	B.A., Tor.	.....	1883	38	1	1,700	.....	.....	.....	.....	.....
	Story, Selma Gladys	M.A., Queen's	.....	1904	10	.....	.....	.....	.....	.....	1,400	.....
	McCutcheon, Elsie Leona F.	B.A., Tor., M.A., Wisc.	.....	1911	4 $\frac{1}{2}$	.....	.....	.....	.....	.....	1,100	.....
	Awde, Elgin O.	..... (Interim)	.....	1913	4	2	.....	.....	.....	.....	1,200	.....
	Summers, Lena	.....	.....	1910	3 $\frac{1}{2}$	3	.....	.....	.....	.....	800	.....
	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Beamsville	McQuarrie, George Bruce	M.A., Tor.	.....	1912	3	.....	1,200	.....	.....	.....	725	700
	Cline, Miriam M.	.....	.....	1910	2	3	.....	.....	.....	.....	.....	.....
	Chapman, Hattie	..... (Interim)	.....	1912	1	3 $\frac{1}{2}$	.....	.....	.....	.....	.....	.....
Belleville	MacLaurin, Peter Crawford	B.A., McMaster	.....	1909	8	.....	1,650	.....	.....	.....	.....	.....
	Knight, William W.	B.A., Queen's	.....	1892	24	5	.....	.....	1,600	.....	.....	.....
	Libby, Minnie F.	B.A., Vic.	.....	1910	17	4	.....	.....	.....	.....	1,300	.....
	Guest, Emily J.	M.A., Tor.	.....	1910	11	.....	.....	.....	.....	.....	1,300	.....
	Nilburn, Edward Fairfax	M.A., Trin.	.....	1870	42	.....	.....	.....	.....	.....	1,200	.....
	Dugit, Rosalie A.	M.A., Tor.	.....	1912	4 $\frac{1}{2}$	.....	.....	.....	.....	.....	1,300	.....
	James, G. Moffit	B.A., LL.B., Tor.	.....	1912	1	15	.....	.....	1,100	.....	.....	.....
	Fennell, T. Harold	.....	.....	1912	3	.....	.....	.....	1,200	.....	.....	.....
	Hitchon, Claire H.	M.A., McMaster	..... (Interim)	1913	2	.....	.....	.....	.....	.....	900	.....
	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bowmanville	Elliott, John	B.A., Queen's	.....	1906	29	5	1,500	.....	.....	.....	.....	.....
	Dandeno, James B.	M.A., Q'ns, Ph.D., Hvd	.....	1910	12	3 $\frac{1}{2}$	.....	.....	1,400	.....	.....	.....
	Nichol, Miss Sidney W.	M.A., Tor.	.....	1910	2 $\frac{1}{2}$	.....	.....	.....	.....	.....	900	.....
	Pugstey, Bessie M.	B.A., McMaster	..... (Interim)	1912	.....	.....	.....	.....	.....	.....	1,100	.....
	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bradford	Ewers, Charles F.	B.A., Queen's	.....	1912	6	12	1,500	.....	.....	.....	.....	.....
	Hiscock, Reta W.	B.A., Queen's	.....	1912	2 $\frac{1}{2}$	.....	.....	.....	.....	.....	900	.....
	Mitchell, Isabella C.	..... (Interim)	.....	1912	.....	.....	.....	.....	.....	.....	600	.....
	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Brampton	Fenton, William J.	B.A., Tor.	.....	1891	22	1 $\frac{1}{2}$	1,950	.....	.....	.....	.....	.....
	Halman, Lemen Robert	M.A., Trin.	.....	1905	3	.....	.....	.....	1,650	.....	.....	.....
	Hutchinson, May R.	.....	.....	1910	9	6	.....	.....	.....	.....	1,300	.....
	Ball, Emerson Ewart	B.A., Tor.	.....	1911	5 $\frac{1}{2}$	.....	.....	.....	.....	.....	1,250	.....
	Tuke, William H.	.....	.....	1912	7	.....	.....	.....	1,600	.....	.....	.....
	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Brighton	Thackeray, Barton Earl	B.A., Tor.	.....	1912	7	2 $\frac{1}{2}$	1,600	.....	.....	.....	.....	.....
	Conway, Irene Evelyn	.....	.....	1911	4	3	.....	.....	.....	.....	750	.....
Caledonia	McRitchie, Alexander Robinson	B.A., Tor.	.....	1912	15 $\frac{1}{2}$	7	1,600	.....	.....	.....	800	.....
	Thomas, Margaret	B.A., Queen's	..... (Interim)	1911	1 $\frac{1}{2}$	4	.....	.....	.....	.....	800	.....
	Davidson, Mildred Pearl	B.A., Tor.	..... (Interim)	1912	.....	.....	.....	.....	.....	.....	.....	.....
	Irving, Jessie Cunningham	B.A., Tor.	..... (Int.)	1913	.....	.....	.....	.....	.....	.....	1,200	.....
	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1913.—Continued

High Schools	Names of Teachers	Degrees	Specialists	Date of appointment	No. of years' experience in a High School or Collegiate Institute	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							\$	\$	\$
Campbellford	Smith, Thomas Corlett	B.A., Queen's	Science	1909	13	14	1,600	.....	.....
	Smithson, Annie Laura (Interim)	M.A., Tor.	Classics	1911	1 $\frac{1}{2}$	3	.....	.....	1,100
	O'Donohue, John Albert	B.A., Tor.	.....	1913	7 $\frac{1}{2}$	.....	.....	1,200	.....
	Bruce, Helga Marjorie (Interim)	B.A., Tor.	.....	1913	.....	.....	.....	.....	800
Carleton Place	Wethey, Edmund James	M.A., Tor., B.A., Trin.	Math.	1910	7 $\frac{1}{2}$	5 $\frac{1}{2}$	1,500	.....	.....
	McDonald, Neil	B.A., Queen's	.....	1891	22	6 $\frac{1}{2}$	.....	1,000	.....
	Ewing, Florence May	M.A., Tor.	.....	1910	8 $\frac{1}{2}$	2 $\frac{1}{2}$	.....	.....	1,000
	Cowan, Euphemia Johnston	B.A., Tor.	.....	1910	2 $\frac{3}{4}$	.....	.....	.....	1,000
Cayuga	Skeele, James Eton	B.A., Tor.	.....	1897	20	.....	1,400	.....	.....
	Harvey, Martha Anne	B.A., Tor.	Math.	1907	7	.....	.....	.....	1,200
	Meadows, Persie Cecilia	.....	.....	1909	3 $\frac{1}{2}$	4	.....	.....	750
Chesley	Campbell, John Duncan	B.A., Tor.	Math.	1908	8 $\frac{1}{2}$	4 $\frac{1}{2}$	1,600	.....	.....
	Halliday, Florence F.	B.A., Tor.	.....	1910	3	1	.....	.....	950
	McQuarrie, Ernest C. (Interim)	B.A., Tor.	.....	1912	1 $\frac{1}{2}$	.....	.....	1,000	.....
	Ellis, Roxie A. (Interim)	.....	.....	1912	1	.....	.....	.....	850
Colborne	Bellamy, Wesley	B.A., Vic.	.....	1892	23	3 $\frac{1}{2}$	1,400	.....	.....
	Hinds, Margaret J. (Interim)	.....	.....	1910	2 $\frac{1}{2}$	3 $\frac{1}{2}$	.....	.....	850
Cornwall	Fetterly, Hiram B.	M.A., Queen's	Science	1904	8 $\frac{1}{2}$	10	1,750	.....	.....
	Nugent, James	.....	.....	1884	31 $\frac{1}{2}$	6 $\frac{1}{2}$	.....	1,350	.....
	Birchard, Alexander Fraser	.....	Commercial	1898	18	12	.....	1,250	.....
	Norris, Arthur David	B.A., Tor.	.....	1907	6	7	.....	1,200	.....
	Healey, Rose Etta	B.A., McGill	.....	1906	6	.....	.....	.....	1,200
	Smith, Lyman C.	B.A., Vic.	Classics, Eng. and Hist.	1912	34 $\frac{1}{2}$	2	.....	1,600	.....





## List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1913.—Continued

High Schools	Names of Teachers	Degrees	Specialists	Date of appointment	No. of years' experience in a High School or Collegiate Institute	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
Gananoque...	Graham, Robert George	B.A., Vic.	Math.	1894	21 $\frac{1}{2}$	...	\$ 1,600	\$	\$
	Edwards, Rebecca S.	B.A., Queen's	Fr. and Ger. (Interim)	1908	3 $\frac{1}{2}$	9	.....	.....	.....
	Howson, Alexandra A.	B.A., Queen's	Fr. and Ger. (Interim)	1910	3 $\frac{1}{2}$	2	.....	.....	1,000
	McAllister, Annie G.	B.A., Queen's	Fr. and Ger. (Interim)	1911	5	1 $\frac{1}{2}$	.....	.....	1,000
Georgetown...	Countts, Richard David	B.A., Tor.	Classics	1897	15 $\frac{1}{2}$	3	1,600	.....	.....
	Van Alstyne, Susan Amelia	B.A., Tor.	Math.	1910	5	3 $\frac{1}{2}$	.....	.....	1,200
	Smith, Kathleen Edith	B.A., Tor.	.....	1911	4 $\frac{1}{2}$	.....	.....	.....	1,150
	Hudson, Annie Lella	B.A., Tor.	.....	1910	2 $\frac{1}{2}$	12	.....	.....	800
Glencoe	Zurbrigg, Jacob Mahlon	B.A., Tor.	.....	1912	3 $\frac{1}{2}$	.....	1,250	.....	.....
	McEachran, Mary	B.A., Queen's	.....	1910	6 $\frac{1}{2}$	7	.....	.....	1,050
	Ferguson, Muriel B.	B.A., Queen's	.....	1911	1 $\frac{1}{2}$	.....	.....	.....	700
	(Interim)	.....	.....	.....	.....	.....	.....	.....	.....
Gravenhurst	Houser, Wilfred H.	M.A., Queen's	Math.	1913	3	.....	1,500	.....	.....
	Pierce, Edna Helena	B.A., Queen's	Fr. and Ger. (Interim)	1911	3 $\frac{1}{2}$	.....	.....	.....	900
	Broughton, Clara Elizabeth	.....	.....	1906	7 $\frac{1}{2}$	.....	.....	.....	700
	.....	.....	.....	.....	.....	.....	.....	.....	.....
Grimsby	Maclean, Godwin V.	M.A., Tor.	Math.	1910	20	1 $\frac{1}{2}$	1,400	.....	.....
	De La Mater, Magdalene	.....	.....	1908	5	1 $\frac{1}{2}$	.....	.....	850
	Smith, M. Pauline	M.A., Tor.	.....	1913	1	.....	.....	.....	700
	(Interim)	.....	.....	.....	.....	.....	.....	.....	.....
Hagersville	Hamilton, James A.	M.A., Tor.	.....	1912	5	.....	1,400	.....	.....
	Young, Ralph H.	.....	.....	1910	2 $\frac{1}{2}$	4	.....	825	.....
	Allison, Henrietta E.	M.A., Tor.	.....	1912	2	.....	.....	.....	850
	(Interim)	.....	.....	.....	.....	.....	.....	.....	.....
Haileybury	Wilson, W. Asbury	B.A., Queen's	.....	1910	13 $\frac{1}{2}$	.....	2,000	.....	.....
	O'Neill, Albert E.	B.A., Queen's	Eng. and Hist.	1912	$\frac{1}{2}$	.....	.....	1,100	.....

Nelson, Arletta Spearman, Charles	(Temp.)	M.A., Col., B.Sc. Qn's	.....	1912 1912	12 $\frac{1}{2}$	3	.....	1,800	1,000
Harriston.....	Hobbs, Thomas Robertson, E. Vera E. Elliott, Adrienne S. Bartlett, Ethel B.	B.A., Tor. M.A., Tor. B.A., Tor. B.A., Tor.	Math. Fr. and Ger. Science .....	1911 1911 1912 1912	10 $\frac{1}{2}$ 1 $\frac{1}{2}$ $\frac{3}{4}$ $\frac{1}{2}$	5 $\frac{1}{2}$ 1 2 $\frac{1}{2}$ .....	1,600 ..... 24 .....	..... 1,000 1,300 800	
Hawkesbury..	Millar, Frederick G. Campbell, Charlotte Elizabeth Dunnett, Carrie Beatrice.	B.A., Tor. ..... M.A., Tor.	..... Eng. and Hist. .....	1911 1908 1911	9 5 1 $\frac{1}{2}$	..... 2 .....	1,400 ..... .....	..... 800 800	
Iroquois .....	Barron, Robert A. Stothers, Minerva E. Chandler, E. Pearl Mulloy, L. Eugenia	B.A., Tor. B.A., Queen's B.A., Queen's .....	Eng., Fr. and Ger., Classics ..... ..... .....	1913 1911 1911 1911	30 5 4 4	5 ..... 5 .....	1,500 ..... ..... .....	900 900 900 1,175	
Kemptville ..	..... Burchell, James E. Johnston, Katie B. Raitt, Helena G. Clothier, Bessie	..... B.A., Tor. B.A., Queen's ..... .....	..... ..... Fr. and Ger. ..... .....	..... 1911 1911 1912 1912	4 $\frac{1}{2}$ 1 $\frac{1}{2}$ 1 2	12 4 1 2	..... 1,200 ..... .....	..... 900 800 850	
Kenora .....	Elliott, Thomas Edward McConkey, Catherine M. R. Hind, Edith J.	B.A., Tor. B.A., Queen's .....	Eng., Fr. and Ger. Fr. and Ger. .....	1910 1910 1911	24 7 4 $\frac{1}{2}$	..... 3 $\frac{1}{2}$ .....	2,000 ..... .....	..... 1,200 1,200	
Kincardine ..	MacKay, John Malcolm Doherty, John Corry Barr, Annie Estelle. Belcher, Norah Tresilian Fraser, Lulu Belle.	B.A., Queen's B.A., McMaster B.A., Tor. B.A., Tor. .....	Math. Science Mods. and Hist. Classics .....	1909 1911 1912 1912 1912	6 $\frac{1}{2}$ 2 $\frac{1}{2}$ $\frac{3}{4}$ $\frac{1}{2}$ $\frac{1}{2}$	7 ..... ..... 1 $\frac{1}{2}$ .....	1,500 ..... 1,300 ..... .....	..... 900 1,000 800	
Leamington ..	Wright, Robert Campbell, George Alex. Osgoode, Joseph Jackson, Katherine M. Kerfoot, R. Roy.	B.A., Queen's ..... B.A., Queen's B.A., Tor. .....	Math. (Interim) ..... Classics ..... .....	1912 1908 1912 1912 1912	16 $\frac{1}{2}$ 4 $\frac{1}{2}$ 6 3 $\frac{1}{2}$	4 12 $\frac{3}{4}$ 2 .....	1,800 ..... 1,350 1,000 800	..... ..... 1,000 .....	
Listowel .....	Bonis, Harry Morrison, Wm. John Thompson, Margaret J. Gillespie, Mary Agnes. Small, Eva Mary.	B.A., Tor. B.A., Tor. B.A., Queen's M.A., Tor. B.A., Tor.	Classics ..... Fr. and Ger., Eng. and Hist. ..... .....	1911 1912 1913 1912 1912	22 16 1 $\frac{1}{2}$ 1 $\frac{1}{2}$ $\frac{1}{4}$	1 5 6 ..... .....	1,400 ..... 1,200 ..... .....	..... 1,200 1,200 1,000 900	

\*Principal to be appointed.



List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1913.—Continued

High Schools	Name of Teachers	Degrees	Specialists	Date of appointment.	No. of years' experience in a High School or Collegiate Institute	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							\$	\$	\$
Lucan	McEachern, Neil	B.A., Tor.	Science	1912	19	5	1,500	.....	.....
	Owen, Thomas Arthur	B.A., Camb.	.....	1912	18	1	.....	1,050	.....
	Reynolds, Mabel Louise	B.A., Western	.....	1912	1	1	.....	.....	750
	Fitch, Martha	B.A., McMaster	Math.	1912	$\frac{1}{2}$	13	.....	.....	1,000
Madoc	Moffat, Thomas Edward	B.A., Queen's	.....	1912	6	2	1,300	.....	.....
	Thompson, Jennie D. .	..... (Interim)	.....	1911	2	.....	.....	.....	800
	McLeod, Florence A. C.	B.A., Queen's	.....	1912	$\frac{1}{2}$	.....	.....	.....	700
Markham	Bell, James Stewart	B.A., Tor.	.....	1912	3 $\frac{1}{2}$	2	1,500	.....	.....
	Campbell, Stella	.....	.....	1912	5 $\frac{1}{2}$	1 $\frac{1}{2}$	.....	.....	850
	Forbes, William B.	.....	Science	1912	17 $\frac{1}{2}$	1	.....	1,200	.....
	Russell, F. Josephine	.....	.....	1910	6 $\frac{1}{2}$	4	.....	.....	1,000
	Dundas, Arthur A.	B.A., Tor.	.....	1897	16	2	1,650	.....	.....
Meaford	Hackett, Edward	B.A., Dublin	.....	1909	3 $\frac{1}{2}$	.....	.....	1,350	.....
	Hammond, John Edgar	.....	Commercial	1906	6 $\frac{1}{2}$	3	.....	1,300	.....
	Mathieson, Elsie	B.A., Tor.	Eng. and Hist.	1911	2 $\frac{3}{4}$	6	.....	.....	1,100
	Williams, Edna J.	B.A., Tor.	.....	1912	5	.....	.....	.....	1,350
	Glass, William Arthur	B.A., Tor.	.....	1904	9 $\frac{1}{2}$	1 $\frac{1}{2}$	1,700	.....	.....
Midland	Burwash, Edward M.	M.A., Tor.	.....	1913	.....	.....	.....	1,500	.....
	Dulmage, Agnes	B.A., Tor.	.....	1913	$\frac{1}{2}$	.....	.....	.....	1,200
	McBride, Sara M.	.....	.....	1910	11	.....	.....	.....	1,050
	Morrow, John Duncanson	B.A., Tor.	Classics	1905	16 $\frac{1}{2}$	.....	1,500	.....	.....
	Barr, Janet	B.A., Queen's	.....	1911	18	1	.....	.....	900
Mitchell	Rutherford, Mary Helen	.....	.....	1913	4 $\frac{1}{2}$	$\frac{1}{2}$	.....	.....	900
	Lawrence, Zella J.	..... (Interim)	.....	1913	.....	1	.....	.....	650

Mount Forest	Speirs, Thomas E. McGregor, Robert L. McKinley, Clara B. Anderson, Corinne (Interim)	B.A., Tor. B.A., Tor. B.A., Tor.	Math. and Physics Classics (Interim)	1907 1913 1910 1911	6½ 2 3 1½	2 ..... ..... .....	1,400 1,200 1,000 700
Newburgh	Andrews, Robert T. McKeracher, Florence J. Mackenzie, Eva Florine	Tor. B.A., Queen's B.A., McMaster	Classics Art (Interim)	1910 1911 1911	8 3 4½	14 3 9½	1,200 1,000 800
Newcastle	Witheril, Ebenezer Rufus Grierson, Annie Irene..(Interim)	B.A., Queen's B.A., McMaster		1911 1912	19 ½	20 1	1,300 650
Newmarket	Merritt, Robert Norris Hollingshead, John Edwin Kidd, William Livingston Wickett, Laura E. Smith, Isabella K. Stickle, J. C.	B.A., Tor. ..... ..... B.A., Tor. B.S.A., Tor.	Math. ..... Commercial (Agriculture Instructor)	1911 1884 1910 1909 1910 1912	13 28 8 3½ 5 2	1½ 2½ 10 1½ ..... .....	1,600 1,000 1,200 1,000 850 1,200
Niagara	Clark, Joseph Campbell Watson, Mary Isabella..(Interim)	B.A., Tor. B.A., Queen's	Classics Science	1910 1912	17 ½	2½ .....	1,000 750
Niagara Falls South	Myer, Albert N. Dawson, Margaret M. Ford, Katrina P. *Kelly, Ora B.	M.A., Trin. ..... ..... .....	Math. ..... (Household Science Instr.)	1908 1907 1912 1912	18½ 5 1 ½	2 ..... 1 2	1,600 800 800 .....
North Bay	Girdwood, Arthur Reginald Code, Ethel May Swain, John M. Cowan, Ida K. (Interim)	B.A., McMaster M.A., Queen's B.A., Tor. B.A., Tor.	Math. Fr. and Ger. (Interim) Classics	1904 1911 1911 1912	9 3 1 1½	..... ..... ..... .....	1,800 1,100 1,450 1,000
North Toronto	Reed, George Henry Nelson, Curtis Ira Scanlon, Mary Greenfield (Interim)	M.A., B.Pæd., Tor. ..... .....	Classics	1910 1910 1911	24 2 4	4 2½ 2½	1,750 1,200 1,000
Norwood	Lawlor, Richard G. Brain, Annie B. Macfarlane, Harold G. Hopkins, E. S.	B.A., Queen's B.A., Trin. ..... B.S.A., Tor.	..... ..... (Agriculture Instructor)	1909 1913 1909 1911	8½ 2 3½ 1½	8 1 ..... .....	1,600 800 900 1,200
Oakville	Williams, Lorne J. Ovens, Winifred E. Dengate, Esther Winnifred	B.A., Queen's B.A., Western B.A., McMaster	..... ..... .....	1912 1912 1910	13½ 4½ 2½	2½ 1 .....	1,700 1,050 950

\*Occasional teacher.





Pembroke	Ross, Ralph	B.A., B.Paed., Tor.	Classics	1895	25	1,650	1,650	1,250
	Iler, Helen Augusta	B.A., McMaster	Math.	1910	5	1,650	1,650	1,250
	Rose, Marion Helena	B.A., Queen's	Fr. and Ger.	1911	17½	1,650	1,650	1,100
	Bruels, Ira Delos	B.A., Queen's	Science	1912	25	1,650	1,650	1,650
Penetanguishene	Keefe, Reuben Daniel	B.A., Tor.		1907	10½	1,450	1,450	
	Sweet, Fred. G.			1911	3	1,450	1,450	
	McArthur, Christina A.			1911	17	1,450	1,450	750
Petrollea	Clyde, William	M.A., Queen's		1888	26	1,350	1,350	
	McPhail, Alexander C.	B.A., Queen's		1910	17½	1,350	1,350	
	Leckie, Bruce E.	B.A., McMaster	Science	1910	2	1,250	1,250	
	Jackson, Annie M.	B.A., Tor.		1911	1½	1,250	1,250	950
	Porter, W. H.	B.S.A., Tor.	(Agriculture Instructor)	1912	2	1,200	1,200	
Plantagenet	Walsh, John C.	B.A., Ottawa		1907	6½	1,300	1,300	
	Callaghan, Mila			1911	1½	1,300	1,300	750
	Brisson, Albertine			1911	1½	1,300	1,300	600
Port Dover	Spenceley, George W.	B.A., Tor.	Math. and Phys.	1913	1½	1,300	1,300	750
	Dalrymple, Isabel M.	B.A., Tor.	Fr. and Ger.	1912	1½	1,300	1,300	
Port Elgin	Nelson, Albert E.	B.A., Queen's		1910	4½	1,400	1,400	750
	Stirling, Charlotte			1911	2	1,400	1,400	750
	Scott, Jessie M.			1911	1½	1,400	1,400	
Port Hope	Snider, Eber Egerton	B.A., Vic.	Math.	1908	22	1,800	1,800	
	Morris, Francis J. A.	B.A., Oxford	Classics	1912	2	1,400	1,400	
	Copeland, George E.	M.A., Queen's	Science	1911	1½	1,250	1,250	
	Scott, Ethel O.	M.A., Tor.	Mods. and Hist.	1911	1½	1,200	1,200	1,200
	Tuer, Margaret		Commercial	1910	6	1,000	1,000	900
	McGregor, Annie K.	B.A., Queen's		1913	6½	1,300	1,300	1,000
	Duncan, Reginald S.	B.S.A., Tor.	(Agriculture Instructor)	1910	2	1,300	1,300	
Port Perry	Follick, Thomas H.	M.A., Vic.	Science	1912	22½	1,600	1,600	
	Stone George			1883	31	1,300	1,300	
	Coad, Hanna G.	M.A., Tor.	Mods. and Hist.	1911	1½	1,000	1,000	1,000
	Harris, L. Morwenna			1912	2½	1,000	1,000	800
Port Rowan	Amos, Harold Edwin	B.A., Qns.B.Paed., Tor.		1910	5½	1,500	1,500	800
	Campbell, Hughena			1910	3½	1,500	1,500	

\* Temporary qualification as Principal.

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1913.—Continued

High Schools	Names of Teachers	Degrees	Specialists	Date of appointment	No. of years' experience in a High School or Collegiate Institute	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
Prescott . . .	Trench, W. Wycliffe Anson. . . . .	B.A., Tor.	Classics . . . . .	1911	8½	5	\$ 1,500	\$ . . . . .	\$ . . . . .
	Goulding, Hanna Mitchell . . . . .	. . . . .	. . . . .	1911	9½	2½	. . . . .	. . . . .	1,200
	Pinel, Hattie Louise . . . . . (Interim)	M.A., Tor.	Fr. and Ger., Eng. and Hist. Science . . . . .	1911	1½	. . . . .	. . . . .	. . . . .	900
	Smith, Fred. P. . . . . (Interim)	M.A., Queen's	. . . . .	1912	4½	5	. . . . .	1,300	. . . . .
Richmond Hill	Davidson, John . . . . .	M.A., LL.B., Tor.	Classics . . . . .	1910	32	3	1,400	. . . . .	. . . . .
	Carpenter, Ida Mary . . . . .	B.A., Tor.	. . . . .	1911	2	. . . . .	. . . . .	. . . . .	800
	Bell, John Archibald . . . . . (Interim)	. . . . .	. . . . .	1912	½	. . . . .	. . . . .	700	. . . . .
	Eby, Florence Mary . . . . .	B.A., Tor.	. . . . .	1908	8½	. . . . .	1,000	. . . . .	. . . . .
Rockland . . . .	Phelan, Helen Marguerite. . . . . (Inter.)	. . . . .	. . . . .	1911	3	. . . . .	. . . . .	. . . . .	750
	Quinlan, Mayme . . . . . (Interim)	. . . . .	. . . . .	1912	½	3½	. . . . .	. . . . .	700
	Race, Wilfrid Ballantyne . . . . .	B.A., Queen's	Mods. and Hist. . . . .	1904	20	. . . . .	2,200	. . . . .	. . . . .
	Rudlen, George William . . . . .	B.A., Tor.	Math. . . . .	1904	14	. . . . .	. . . . .	1,700	. . . . .
Sault Ste. Marie . . . . .	Walkom, Daniel T. . . . .	B.A., Queen's	. . . . .	1911	3	3½	. . . . .	1,600	. . . . .
	Harkness, Mary Dell . . . . .	M.A., Queen's	Mods. and Hist. (Interim) . . . . .	1906	6	6	. . . . .	. . . . .	1,300
	Clayton, Vivian Emily . . . . .	B.A., Man.	Commercial . . . . .	1908	6½	1½	. . . . .	. . . . .	1,200
	Mackenzie, Anna . . . . . (Interim)	. . . . .	. . . . .	1910	2½	11	. . . . .	. . . . .	1,000
	Later, Thomas John . . . . .	. . . . .	(Manual Training Instr.) . . . . .	1910	2	10	. . . . .	1,400	. . . . .
	Shaw, Mary Pauline . . . . .	. . . . .	(Household Science Instr.) . . . . .	1910	6	. . . . .	. . . . .	. . . . .	900
	Smith, A. S. . . . .	B.S.A., Tor.	(Agriculture Instructor) . . . . .	1911	1½	. . . . .	. . . . .	1,200	. . . . .
	Christie, James Douglas . . . . .	B.A., Tor.	Eng., Fr. and Ger. . . . .	1889	34	. . . . .	1,550	. . . . .	. . . . .
	Hagan, James W. . . . .	M.A., Queen's	Science . . . . .	1910	8	5	. . . . .	1,450	. . . . .
	Messmore, Joseph Franklin . . . . .	B.A., Tor.	Classics . . . . .	1911	21	. . . . .	. . . . .	1,300	. . . . .
Simcoe . . . . .	Skirrow, William A. . . . . (Interim)	M.A., Queen's	Math. . . . .	1910	2½	. . . . .	. . . . .	1,250	. . . . .
	Goodland, Alma . . . . .	. . . . .	Commercial . . . . .	1907	6	11	. . . . .	. . . . .	950
	Smith, J. Ernest . . . . .	B.S.A., Tor.	(Agriculture Instructor) . . . . .	1912	. . . . .	. . . . .	. . . . .	1,250	. . . . .

Smithville	Tremeer, James MacKay, Olive Lindsay, Bertie L.	B.A., Vic. B.A., Tor. (Interim) (Interim)	Classics Math.	1908 1911 1911	25 1½ 1½	3 1 4½	1,300 ..... .....	800 700
Stirling	Kennedy, George E. McRae, Caroline Jean Martin, Eunice E. Dickens, Violet I. McIntosh, A. D.	B.A., Vic. B.A., Queen's B.A., Tor. B.A., McMaster B.S.A., Tor.	Science Eng. and Hist. ..... (Agriculture Instructor)	1893 1909 1911 1912 1911	20 3½ 1½ ½ 1½	4 ½ ..... 1 .....	1,400 ..... ..... ..... 1,400	1,000 850 700
Streetsville	Kemp, William Jeffrey, Hugh G. Stirling White, Kate Elizabeth	M.A., Queen's ..... .....	Eng. and Hist., Fr. and Ger. Commercial	1909 1912 1912	12 1 6½	1 ..... 1	1,400 ..... 900	..... 1,000
Sudbury	Berlanquet, Hugh S. O'Grady, John Lee Baker, Wester Roy Bibby, Marie Victoria White, Herbert T.	B.A., Queen's B.A., Tor. B.A., Tor. M.A., B.Sc., Queen's	Classics ..... ..... Mods. and Hist. Science	1910 1910 1910 1911 1912	9 3 2½ 6½ 1½	..... 2 ..... ..... ½	2,000 1,400 1,400 ..... 1,700	..... ..... 1,300
Sydenham	Sine, Fred. Howson, Bruce F. Hiscock, Mary B. Davidson, Edith M. Taggart, Jas. G.	M.A., B.Sc., Queen's B.A., Queen's B.A., Queen's B.S.A., Tor.	..... ..... ..... (Agriculture Instructor)	1913 1911 1910 1910 1912	5½ 3½ 2½ 2½ ½	5 2 ..... ..... .....	1,700 1,050 ..... ..... 1,200	..... 825 875
Thorold	Fitzgerald, Eliza Sophia Woolley, Clarence Byron Moir, Mary Isabella *Kelly, Ora B.	M.A., Queen's B.A., Tor. .....	Classics ..... (Household Science Instr.)	1909 1911 1910 1912	28½ 1½ 3 ½	..... 1 2	1,100 850 .....	..... 750
Tillsonburg	Davidson, John H. Hindson, Hilda Mary Allen, Mabel E. McIntosh, Alexander J.	M.A., B.Paed., Tor. B.A., Tor. B.A., Tor. (Temp.)	Math. Commercial Mods. and Hist.	1910 1904 1912 1913	10 8 7 2½	7½ 6 ..... 5	1,500 ..... ..... 1,000	1,000 1,000
Toronto, Commerce and Finance	Eldon, Robert H. Ward, William Fletcher, William H. Bairst, William Edward, Wesley G. Bailey, Joseph J. Webster, Samuel C. Conlin, Evelyn E. Van Every, John F. † McDonald, Evelyn	B.A. Queen's B.A., B.Paed., Queen's M.A., Queen's ..... B.A., Tor. B.A., Tor. B.A., Tor. B.A., Tor. M.A., Tor.	Math., Commercial Commercial Science, Commercial Commercial Commercial ..... Mods. and Hist. Eng. and Hist., Fr. and Ger. Mods. and Hist.	1911 1911 1911 1911 1911 1911 1911 1912 1911	21 18 17½ 10 7½ 8½ 11 10½ 15 1½	7 5 4½ 4 1 5½ 2 ..... .....	3,000 2,050 1,950 1,950 1,850 1,850 1,650 ..... 1,500	..... ..... ..... ..... ..... 1,600

\*Occasional Teacher.

†Temporary teacher.



## List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1913.—Continued

High Schools	Names of Teachers	Degrees	Specialists	Date of appointment	No. of years' experience in a High School or Collegiate Institute	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							\$	\$	\$
Toronto, Malvern Ave.	Lehmann, Carl A. K.	B.A., Tor.	Science	1910	17	2	2,700	.....	.....
	Barr, Lydia Adams	B.A., Tor.	Mods. and Hist. (Interim)	1908	20	9	.....	.....	1,650
	Lingwood, Frederick Houchen	M.A., Trin., B. Paed., Queen's	Classics	1910	20	.....	.....	1,700	.....
	Wood, Frank Herbert	B.A., Tor.	Math.	1910	7½	.....	.....	2,100	.....
	Horton, Charles William	B.A., Queen's	Eng. and Hist.	1911	19	7	.....	2,100	.....
Toronto, Oakwood	Graham, Louis H.	M.A., Tor.	Science	1912	13	5	.....	1,900	.....
	Gray, Robert Alex.	B.A., Tor.	Math.	1910	28	.....	2,700	.....	.....
	Jewett, Albert Edward	B.A., Queen's	Science	1908	25	3½	.....	2,150	.....
	Thompson, John Frederick	M.A., D.Paed., Tor.	Classics	1908	14	1½	.....	1,950	.....
	Clarke, Frederick Hall	B.A., Tor.	Eng. and Hist., Fr. and Ger.	1908	17	.....	.....	2,050	.....
	Irwin, Herbert William	B.A., Tor.	Mods. and Hist.	1908	11	.....	.....	1,950	.....
	Kennedy, Thomas	M.A., Queen's	Math.	1908	13	2½	.....	1,950	.....
	Ketcheson, Florence Blanche	B.A., Tor.	Mods. and Hist.	1908	7	.....	.....	1,500	1,700
	Hofferd, George W.	M.A., Man., B.A., Qns.	(Manual Training Instr.)	1913	3½	5½	.....	1,500	.....
	Shortill, Robert Nickell	M.A., Man., B.A., Qns.	(Household Science Instr.)	1912	1½	26	.....	1,500	.....
Toronto, Riverdale	Sutherland, Isabel	B.S., Columbia	(Household Science Instr.)	1912	1	10	.....	.....	800
	Michell, William C.	B.A., Tor.	Classics	1910	21	.....	2,700	.....	.....
	Moore, James Rosington	M.A., Queen's	Science	1907	14	½	.....	2,050	.....
	Wren, John Stewart	B.A., Tor.	Math.	1907	14	.....	.....	2,050	.....
	Willson, Alice M.	B.A., Tor.	Fr. and Ger.	1908	9	4	.....	.....	1,950
	Watson, Erwin H. A.	B.A., Tor.	Mods. and Hist.	1910	12	3	.....	1,950	.....
	McKinley, James M.	B.A., Tor.	Classics	1910	13	.....	.....	1,850	.....
	Kidd, Truman William	B.A., Queen's	Art	1909	7½	6	.....	1,650	.....
	Rogers, William Henry	M.A., Trin.	Math.	1909	10½	2	.....	1,650	.....
	Dunnett, Alfred H.	B.A., Queen's	.....	1911	1½	11½	.....	1,500	.....

Toronto, Technical	McKay, Alexander Charles	B.A., LL.D., Tor.	Math.	1911	6	2	5,000	.....	.....
	McBean, John William	B.A., Tor.	.....	1902	10	1	2,200	.....	.....
	Warren, James McIntosh	B.A., Tor.	Math.	1903	18½	.....	2,500	.....	.....
	Kirkland, William Stuart	M.A., Queen's	Science	1903	16½	1	.....	2,500	.....
	Wilson, William James	B.A., Tor.	Science (Interim)	1902	10½	.....	2,050	.....	.....
	MacLean, Allan Edmund	B.A., Queen's	Eng. and Hist. Fr. and Ger.	1910	20	5	1,600	.....	.....
	Rutherford, William Herbert	M.A., Tor.	Math.	1904	9½	.....	1,950	.....	.....
	Rundie, John Ashton	B.A., Tor.	.....	1904	8½	18½	1,950	.....	.....
	Downey, Helen Elizabeth	B.A., Tor.	Mods. and Hist.	1904	12	.....	.....	1,950	.....
	Jolliffe, Ernest Howard	B.A., Tor.	Science (Interim)	1908	4½	2½	1,600	.....	.....
	Ferguson, Walter P. .... (Interim)	M.A., Queen's	Science	1911	4	.....	1,400	.....	.....
	Blackwood, William Cameron	B.A.Sc., Tor.	.....	1912	½	3½	1,400	.....	.....
	Peake, Charles Nicholson	.....	(Instr. in Drafting)	1898	.....	.....	1,950	.....	.....
	Hahn, Gustav	.....	(do Industrial Design)	1902	.....	.....	1,100	.....	.....
	Banks, John Lisney	.....	(do Modeling)	1906	.....	.....	1,400	.....	.....
	Hahn, Emanuel	.....	(do Freehand Draw.)	1907	.....	.....	820	.....	.....
	Maynard, Carmen Moses	.....	(do do)	1912	.....	.....	950	.....	.....
	Cobb, Charles S.	M.Sc., Cornell	(do Architecture)	1912	.....	.....	720	.....	.....
	Cunningham, James Henry	.....	Manual Training	1911	2	15	1,800	.....	.....
	Davidson, Margaret Mary	.....	(Household Science Instr.)	1902	.....	.....	1,800	.....	.....
	DeLaporte, Marie Annette	.....	do do	1907	5	.....	1,100	.....	.....
	Sheffield, Lillian Foster	.....	do do	1911	.....	.....	800	.....	.....
	Gray, Annie M.	.....	do do	1912	.....	.....	800	.....	.....
	(See note below.)	.....	.....	.....	.....	.....	.....	.....	.....
Trenton	Whyte, Robert	B.A., Tor.	.....	1910	17	4	1,500	.....	.....
	Pattee, Mrs. Ada	.....	Eng. and Hist.	1889	25	.....	.....	1,000	.....
	Gould, Elva	.....	.....	1911	3	.....	750	.....	.....
	Kirkpatrick, Effie	.....	.....	1912	5	½	.....	1,000	.....
Uxbridge	Ferguson, Thomas R.	M.A., Queen's	Math.	1911	6	3	1,500	.....	.....
	Jeckell, Laura M.	.....	.....	1908	5	2½	.....	900	.....
	Broatch, Margaret A. .... (Interim)	.....	.....	1911	1½	4½	.....	850	.....
	Wales, Lottie S. .... (Interim)	B.A., Tor.	Eng. and Hist.	1912	½	.....	.....	800	.....
Vienna	Simpson, John	M.A., Tor.	.....	1912	8½	7	1,100	.....	.....
	Lott, Edith A. .... (Interim)	.....	.....	1913	.....	.....	.....	700	.....
Walkerton	Morgan, Joseph	M.A., Tor.	Classics	1881	31	.....	1,500	.....	.....
	McGregor, Margaret C.	B.A., Tor.	.....	1908	5½	1½	.....	950	.....
	Cummer, May Elvina	.....	.....	1909	7½	.....	.....	1,100	.....
	Case, H. James	.....	.....	1913	6	13	.....	1,200	.....
	McKay, Norman C.	B.S.A., Tor.	(Agriculture Instructor)	1912	½	.....	.....	1,200	.....

NOTE.—In addition, there are 35 occasional teachers for evening classes only, and one occasional teacher for evening and day classes, in the Technical High School.

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1913—Continued

High Schools	Names of Teachers	Degrees	Specialists	Date of appointment	No. of years' experience in a High School or Collegiate Institute	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
							\$	\$	\$
Wardsville	Jardine, William Wilson	B.A., Tor.	.....	1911	32	9½	1,200	.....	.....
	Neelands, Lucy G. .... (Interim)		.....	1912	½	.....	.....	.....	700
Waterdown	Campbell, Alexander	B.A., Tor.	Math.	1908	22	3	1,150	.....	.....
	Chassels, Frances		.....	1909	3½	3	.....	.....	750
	Crummer, Eva		.....	1909	3½	2	.....	.....	750
Waterford	Zavitz, Arthur S.	B.A., Queen's	.....	1911	4½	3½	1,500	.....	.....
	Rowtree, Annie E. .... (Interim)	M.A., Tor.	Mods. and Hist.	1910	2½	5	.....	.....	1,050
	Russell, James W. .... (Interim)		.....	1912	½	.....	.....	750	.....
Watford	Potter, Charles	B.A., Tor.	Math.	1912	28	5	1,500	.....	.....
	Mitchell, Blanche H.		.....	1907	5½	4	.....	.....	900
	McCaw, Hester E. A.	B.A., Tor.	Eng. and Hist.	1912	4½	.....	.....	.....	950
	Smith, S. Louise		.....	1912	4	3½	.....	.....	1,000
Welland	McCuaig, Herbert M.	B.A., Queen's	.....	1891	28	.....	1,600	.....	.....
	Thompson, Peter M.	M.A., Queen's	Science	1912	12½	.....	.....	1,500	.....
	Thomson, Helen M.	B.A., Tor.	Math.	1908	4	3	.....	.....	1,100
	Stone, Grace L.	B.A., McMaster	Mods. and Hist.	1910	3	2½	.....	.....	950
	Brennan, Jennie L.	.....	.....	1906	6	5	.....	.....	900
	Austin, Robert	B.S.A., Tor.	(Agriculture Instructor)	1912	½	.....	.....	1,200	.....
Weston	Fairchild, Austin H.	B.A., McMaster	Math.	1911	8½	5	1,600	.....	.....
	Gillies, Annie M.	M.A., Tor.	Classics	1910	2½	½	.....	.....	1,100
	Penson, Elizabeth	M.A., Queen's	Science	1911	3	1	.....	.....	1,200
	Graeb, Mabel M.	M.A., Tor.	Mods. and Hist.	1911	4½	.....	.....	.....	1,050



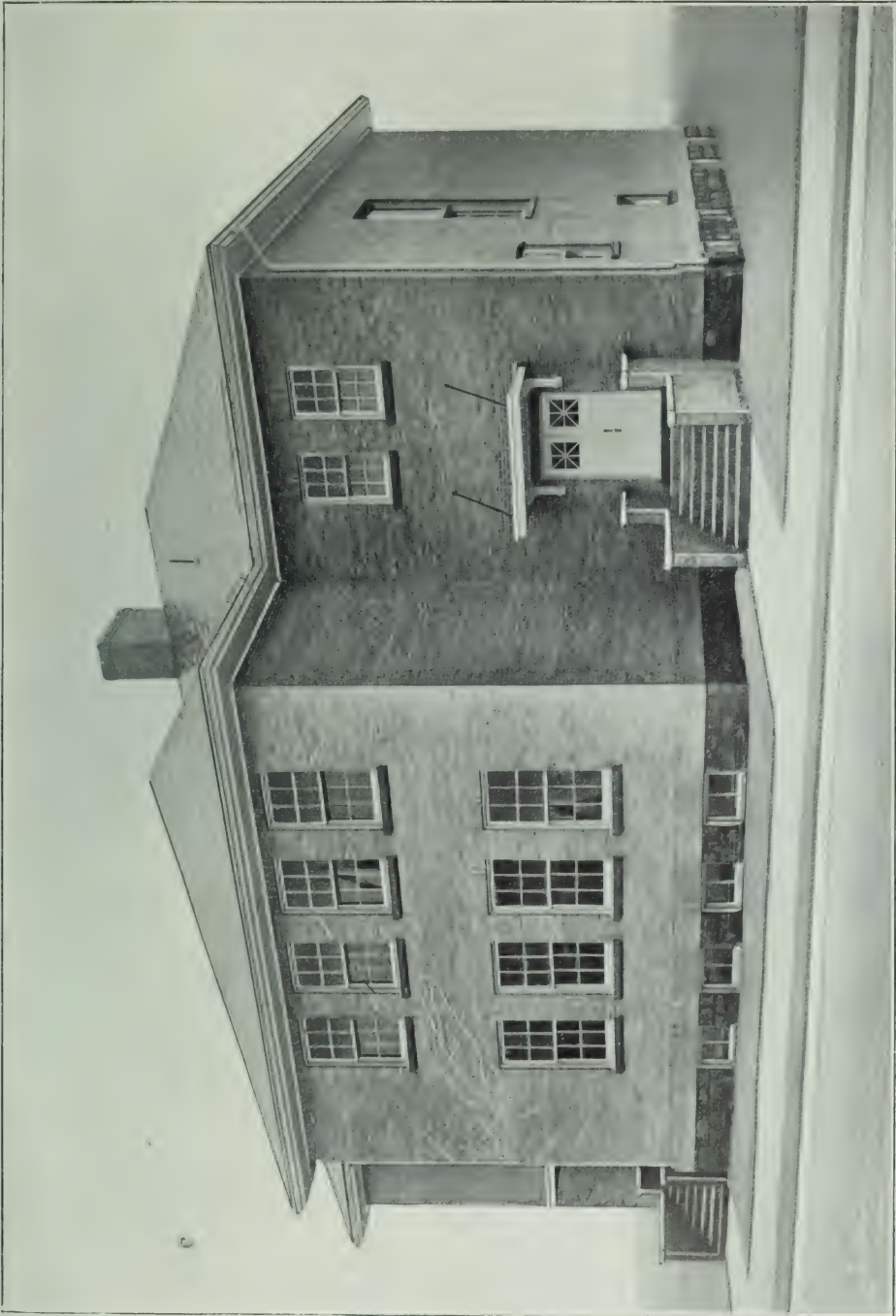
Whitby	Bell, John Johnston	B.A., Tor.	1912	1	1,500	27
	Innes, Alexander R.	.....	1913	6	1,200	25
	Baker, Sarah J.	.....	1912	2 $\frac{1}{2}$	1,000	7
	Leonard, Lottie P.	..... (Interim)	1912	2 $\frac{1}{2}$	.....	900
	Hare, James H.	B.S.A., Tor.	1908	4	1,500	4
Wiaraton	Hamilton, J. Rennie	B.A., Queen's	1912	3 $\frac{1}{2}$	1,600	3 $\frac{1}{2}$
	Graves, Bessie	B.A., Western	1911	4	1 $\frac{1}{2}$	4
	Allan, Nellie Fraser	.....	1911	4	.....	800
Williamstown	Cooke, John Alexander	M.A., Queen's	1911	3	1,700	23
	Cattanach, Jessie S.	B.A., Queen's	1910	4 $\frac{1}{2}$	.....	21
	O'Brian, Mabel B.	.....	1909	5 $\frac{1}{2}$	.....	5 $\frac{1}{2}$
	Arnold, Hubert George	..... (Interim)	1911	1 $\frac{1}{2}$	.....	1
Wingham	Smith, John Charles	B.A., Queen's	1907	3	1,500	7 $\frac{1}{2}$
	Percy, Herbert Algernon	.....	1910	2	1,350	4
	Smith, George Richard	..... (Interim)	1911	1 $\frac{1}{2}$	.....	1 $\frac{1}{2}$
	Brewster, Constance E.	B.A., Vic.	1911	3 $\frac{1}{2}$	1,200	1
	Anderson, Beatrice E.	.....	1908	3	.....	900
					.....	800

## SUMMARY, JANUARY, 1913

Number of Schools, Sex of Teachers, and Per- centages	Number of Teachers		Salaries		University Graduates, Specialists, etc.
	Collegiate Institutes		Collegiate Institutes		
Schools	Collegiate Institutes	Principals ..... *43	Highest Salary .....	\$3 600	Graduates ..... 663
	High Schools	Assistants ..... 418	Average " Principals.....	2,046	Non-Graduates..... 254
			" " Male Assistants ..	1,558	
	Total.....	461	" " Female ..	1,165	
		Increase for the year 13	Average Salary.....	\$1,476	Percentage of Graduates, 72.30
			Increase for the year .....	\$40	1913.....
					Percentage of Graduates, 71.93
					1912.....
Teachers			High Schools		
	Gentlemen .....	Principals ..... *103	Highest Salary.....	†\$5,000	Percentage of Non-Grad-
	Ladies.....	Assistants ..... 353	Average " Principals.....	1,602	uates, 1913..... 27.69
			" " Male Assistants..	1,387	Percentage of Non-Grad-
	Total.....	456	" " Female ..	957	uates, 1912..... 28.06
		Increase for the year, 6	Average Salary.....	\$1,236	Interim Certificates..... 182
			Increase for the year.....	\$48	Specialists..... 427
					Interim Specialists .... 115
			Collegiate Institutes and High Schools		
			Highest Salary .....	†\$5,000	Percentage of Specialists
			Average " all Principals....	1,733	and Interim Specialists,
			" " all Assistants....	1,286	1913..... 59.10
			Average Salary, all.....	1,357	Percentage of Specialists
			Increase for the year .....	\$45	and Interim Specialists,
			Average Salary, Male Assistants.	\$1,499	1912..... 59.35
			" " Female ..	1,043	Percentage of Non-Spe-
			Increase for the year, Principals.	63	cialists, 1913..... 40.89
			" " Male Assistants.	59	Percentage of Non-Spe-
			" " Female ..	47	cialists, 1912..... 40.64

\* One Principal to be appointed in a Collegiate Institute and one in a High School.

† Salary of Principal of Technical High School; \$3,000 is the highest salary in the other High Schools.



Clifford Continuation and Public School, erected 1912



IV.—List of Principals and Assistants of Continuation Schools, January, 1913

Post Office and Name of School	Names and professional qual- ifications of Teachers (Unless otherwise stated, the teacher is the holder of a Per- manent First Class Certificate.)	Degrees	Specialists	Date of appointment	No. of years' experience in a High or Continuation School	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
Acton	Stewart, William H. Humphries, B. Rowena			1903 1909	9½ 3½	15 3	\$ 1,200	\$	\$ 750
Alliston	Davidson, Hugh McArthur, Annie Morton, Christina	B.A., Tor. B.A., Queen's (Interim) (Interim)		1909 1911 1912	26 2 3½	2 1 ...	\$ 1,500		\$ 800 700
Alvinston	Carbert, Robert H. Morris, Edna Winnifred			1911 1910	4½ 3½	3 3	\$ 1,250		\$ 750
Amherstburg	Overholt, B. Percy Brimcombe, Bessie Hicks, Viva M.		Commercial	1910 1912 1912	4½ 2 4½	4 3 1	\$ 1,150		\$ 800 725
Arkona	Augustine, Annie			1912	2½	5	675		
Avonmore	Stenhouse, Rebecca Hamblin, Flora	B.A., McMaster B.A., Queen's		1913 1912	2½ ½	3½ ...	\$ 1,000		\$ 750
Ayr	Fleming, Gertrude			1912	3½	2½	800		
Bath	Brackenbury, George L. (Temp.)			1912	1½	1	1,000		
Beaverton	Burke, Alexander Wallen, Elizabeth J.			1912 1912	18½ ½	13 3½	1,200		\$ 700
Beeton	Webb, Roland D. Grant, Margaret	**		1912 1912	2½ ½	1½ 3	1,200		\$ 700

Belmont, U.11 South Dorchester	Ward, Edward M. H.†... (Interim) Lang, Ruby B. .... (Interim)	.....	.....	1912 1912	3½ ½	1½ .....	1,200 .....	..... 700
Blenheim	Wightman, Stanley Agar, Shirley V..... (Interim)	.....	.....	1911 1912	8½ ½	2½ .....	1,200 .....	..... 600
Blind River	Murday, Arthur Thornhill, Janet T. ....	.....	.....	1911 1911	2 3½	8 5	1,100 .....	..... 700
Blyth	Barr, Mrs. I. E. Powell	.....	.....	1911	3	2½	1,000	.....
Bothwell	Macdonald, Moran E. .... Humphries, Wilma M. . (Interim)	B.A., Queen's	.....	1912 1912	4½ ½	6 .....	1,000 .....	..... 600
Bowesville, 5 Gloucester	Dunn, Agnes T. ....	.....	.....	1913	.....	2	800	.....
Bracebridge	Shannon, Samuel .....* Dufton, Olive Hope Hodgins, Ethelberta . (Interim)	B.A., Tor.	.....	1908 1909 1910	5 3½ 2½	3 ..... 1	1,600 .....	..... 750 675
Bridgeburg	Henderson, Hubert M.†.. (Interim) Stephens, Ella G. ....	.....	.....	1912 1910	½ 2½	1 3	1,100 .....	..... 825
Bruce Mines	Gray, Henry ..... McGibbon, Hazel ..... (Interim)	M.A., Ph.D., Bloomington	.....	1912 1912	12½ ½	25 .....	1,100 .....	..... 700
Brussels	Scott, Benjamin S. .... McPherson, Pearle . (Interim)	.....	.....	1911 1912	1½ ½	3 .....	1,200 .....	..... 700
Burk's Falls	.....† Bell, Jessie M. .... (Interim)	.....	.....	.....	.....	.....	.....	.....
Burlington	Smith, Daniel E. ....* Ghent, Lucy T. B. .... (Interim)	B.A., Tor.	.....	1911	1½	3	.....	700
Cannington	Philp, L. Madeline Park, Leonora M. .... (Interim)	.....	.....	1912 1912	4 ½	3 .....	850 .....	..... 700
Cardinal	Wilson, Alfred ..... .....	M.A., Queen's	Fr. & Ger. (Int.)	1912	1½	2	1,000	.....

\*High School Principal's Certificate. \*\*Interim First Class Certificate endorsed for Principalship of a Grade B Continuation School.  
†Principal to be appointed.  
‡Temporary qualification as Principal.

List of Principals and Assistants of Continuation Schools, January, 1913.—Continued

Post Office and Name of School	Names and professional qual- ifications of Teachers  (Unless otherwise stated, the teacher is the holder of a Per- manent First Class Certificate.)	Degrees	Specialists	Date of Appointment	No. of years' experience in a High or Continuation School	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
Carp, 3 Huntley .....	Stewart, Annie J. ....**	B.A., Queen's	.....	1911	2	1½	\$ 950	\$ .....	\$ .....
	Keough, Margaret .....	.....	.....	1912	2½	2½	.....	.....	700
	Jackson, W. D. ....	B.S.A., Tor.	(Agri. Instr.)	1911	3	.....	.....	1,400	.....
Chatsworth .....	McMahon, Frank Oliver ....*	B.A., Tor.	.....	1912	4½	6	1,300	.....	.....
	Eby, Emma Laura .....	.....	.....	1912	½	4	.....	.....	700
Chesterville .....	Baker, William T. ....	.....	.....	1911	6½	5	1,200	.....	.....
	Dwyer, Mary Agnes .....	.....	.....	1910	4½	3	.....	.....	800
Claremont, 15 Pickering ...	Currie, J. Elgin .....	.....	.....	1913	1½	1½	1,000	.....	.....
Clifford .....	Scott, Rena C. ....	.....	.....	1912	1½	2	1,050	.....	.....
Coldwater .....	Morris, Nelson D. ....**	.....	.....	1911	4	1	1,100	.....	.....
	Robinson, Sadie .....	.....	.....	1912	2	2½	.....	.....	700
Comber, 4 Tilbury W. ....	Caverley, Evelyn R. ....**	.....	.....	1912	2½	1	800	.....	.....
	Wemp, Annie P. ....	.....	.....	1911	1½	2	.....	.....	725
Cookstown, 5 Essa .....	McEachern, Maude .....	B.A., Queen's	.....	1912	2½	6	900	.....	.....
	Goodall, Nellie .....	..... (Interim)	.....	1910	3	.....	.....	.....	650
Crediton, 5 Stephen .....	Graham, Herbert Wm.†. (Interim)	.....	.....	1911	2	½	900	.....	.....
Creemore .....	Grainger, Luella .....	.....	.....	1911	3	2	1,000	.....	.....



Drayton	Clark, George A.			1913	7½	6	1,300	700
	Abel, Margaret H.			1911	3	2½		
Dresden	Laird, Florence Ethel A.	†	M.A., Tor.	1910	3½			900
Drumbo, 11 Blenheim	Jenkins, Walter S	**		1910	2½	1	1,000	
Dundalk	Wright, David T.			1911	6½	10	1,400	
	Belt, Ellen M.	(Interim)	B.A., Tor.	1912	1½			750
Durham	Allan, Thomas			1888	23	12	1,100	
	Weir, Julia		B.A., Queen's	1912	1	12		750
	Corry, Ray Laura	(Interim)	B.A., Trin.	1912	6			900
Eganville	Traver, Edith A.			1912	1½	2	1,100	
Eganville (R. C. Sep. Sch.)	McHugh, Elizabeth (Sister St. Ernestine)			1899	12½	11	625	
Elmvale, 5 Flos	Crehan, William H.†	(Interim)		1912	3½	½	1,100	
	Garrett, Evelyn C.			1912	4	2		700
Ennismore, 4 Ennismore	O'Leary, Susan	(Interim)		1912	3	1	850	
	Young, Clara	(Interim)		1912	½			700
Erin	Wilson, James S.			1912	½	3½	1,100	
Exeter	Weidenhammer, Wm. B.	*	B.A., Tor.					
	Edmunds, Lulu J.			1908	16	6½	1,475	
	Weatherill, Helen E. M.			1912	4	2½		725
			Com.. (Interim)	1913	2½	1		825
Fenelon Falls	Cameron, Allan A.			1907	8½	3	1,150	
	Cheney, Frances G.	(Interim)	B.A., Queen's	1912	½	1		700
Feversham, 7 Osprey		†						
Finch	Armstrong, Eunice			1911	3½	2½	900	
	Clark, Ettie	(Interim)		1912	½			700
Fingal, 12 Southwold	Campbell, Mae Agnes			1912	5½	2	1,100	
Fitzroy Harbour, 8 Fitzroy	Harris, J. Roy			1913		3	950	

\*High School Principal's Certificate. \*\*Interim First Class Certificate endorsed for Principalship of a Grade B Continuation School.  
†Temporary qualification as Principal. ‡Principal to be appointed.

List of Principals and Assistants of Continuation Schools, January, 1913.—Continued

Post Office and Name of School	Names and professional qual- ifications of Teachers  (Unless otherwise stated, the teacher is the holder of a Per- manent First Class Certificate.)	Degrees	Specialists	Date of appointment	No. of years' experience in a High or Continuation School	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
Flesherton	White, Harry S. .... Brown, Harold D. .... (Interim)	.....	.....	1912 1912	5½ ½	2	\$ 1,300 .....	\$ 700 .....	.....
Fort Frances	Spark, George ..... Anderson, Nellie L. ....	B.A., Tor. ....	.....	1912 1909	2½ 3½	3 3	\$ 1,400 .....	.....	800 .....
Gore Bay	Hoover, Egbert E. .... McSherry, Charlotte .....	.....	.....	1910 1911	5½ 2½	3 3	\$ 1,200 .....	.....	700 .....
Grand Valley	Glenn, Everett H. .... Fleming, Jean H. .... (Interim)	.....	.....	1912 1912	½ 1	2 1	\$ 1,100 .....	.....	600 .....
Hanover	Magee, James A. .... Mawhinney, Frances A.. (Interim)	.....	.....	1905 1908	9½ 4½	2 1	\$ 1,125 .....	.....	675 .....
Harrow, 9 South Colchester..	Gesner, Mabel Lois .....	.....	.....	1912	3½	1	\$ 900 .....	.....	.....
Havelock	Butcher, Cecil Ward .....	.....	.....	1910	2½	3½	\$ 1,100 .....	.....	800 .....
Highgate, 6 Orford	Dolan, Annie M. ....	.....	.....	1910	2	3½	.....	.....	.....
	Inman, Wm. F. ....	.....	.....	1912	21½	11	\$ 1,200 .....	.....	750 .....
Huntsville	Brigham, Olivetta .....	.....	.....	1909	3½	5	.....	.....	.....
	Bernath, Alfred Charles .....	.....	.....	1900	11½	5½	\$ 1,400 .....	.....	750 .....
Jarvis	Peregrine, H. May .....	.....	.....	1912	6	2	.....	.....	.....
	Hicks, Thomas James .....	B.A., Queen's .....	.....	1912	½	11½	\$ 1,000 .....	.....	.....

Jockvale, 10 Nepean .....	Powell, Allie .....	.....	.....	1912	$\frac{1}{2}$	2	800	.....	.....
Kars, U. 3 North Gower ....	Dunwoodie, Annie L. ....	.....	.....	1910	$3\frac{1}{2}$	2	850	.....	.....
Keewatin .....	Rogers, Wm. Cruess .....	M.A., Queen's .....	.....	1911	$2\frac{1}{2}$	$3\frac{1}{2}$	1,250	.....	850
Kenmore, 15 Osgoode .....	Wyman, May E. ....	.....	.....	1912	$1\frac{1}{2}$	2	.....	.....	.....
.....	Summers, Christopher .....	.....	.....	1910	$2\frac{1}{2}$	5	950	.....	650
.....	Giles, Annie H. ....	.....	.....	1912	$1\frac{1}{2}$	$3\frac{1}{2}$	.....	.....	.....
.....	Tatham, Beatrix .....	.....	.....	1912	1	3	900	.....	.....
.....	Carter, Chetwynd S. ....	.....	.....	1911	$6\frac{1}{2}$	2	1,250	.....	800
.....	Young, Madeline C. ....	B.A., McMaster .....	Eng.&His.(Int)	1911	$1\frac{1}{2}$	2	.....	.....	.....
.....	Beatty, Robert .....	.....	.....	1889	$23\frac{1}{2}$	8	900	.....	650
.....	Prosser, Stinson M. ....	.....	.....	1913	.....	.....	.....	.....	.....
.....	Waters, Murray Lorne†. (Interim)	B.A., Tor. ....	Mods. & Hist..	1912	$\frac{1}{2}$	.....	1,000	.....	.....
.....	Doupe, Henry A. ....	.....	.....	1913	$4\frac{1}{2}$	$2\frac{1}{2}$	1,300	.....	800
.....	McLean, Frances E. ....	.....	.....	1906	5	4	.....	.....	.....
.....	Avery, Eleanor .....	.....	.....	1912	$\frac{1}{2}$	7	850	.....	.....
.....	Morgan, Flora E. ....	.....	.....	1912	$\frac{1}{2}$	$3\frac{1}{2}$	700	.....	.....
.....	Fechnay, Jean H.†. ....	B.A., Tor. ....	Eng. & Hist..	1912	$1\frac{1}{2}$	.....	800	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	Menhennick, Ada M. ....	B.A., McMaster .....	Mods. & Hist..	1912	$\frac{1}{2}$	$3\frac{1}{2}$	.....	.....	850
.....	Duff, Hugh C. ....	B.S.A., Tor. ....	(Agr. Instr.)	1911	$1\frac{1}{2}$	.....	1,400	.....	.....
.....	Sellens, Chas. E.†. ....	.....	.....	1912	$\frac{1}{2}$	1	800	.....	.....
.....	Robinson, William G. ..	.....	.....	1899	$12\frac{1}{2}$	5	800	.....	650
.....	Baker, Pearl Z. ....	.....	.....	1912	$2\frac{1}{2}$	$2\frac{1}{2}$	.....	.....	.....
.....	Graham, Edna .....	.....	.....	1911	$1\frac{1}{2}$	3	900	.....	.....
.....	Lutman, Margaret E. ....	.....	.....	1912	$\frac{1}{2}$	2	900	.....	500
.....	Blacklock, Jessie C. ....	.....	.....	1912	$\frac{1}{2}$	2	.....	.....	.....

†Temporary qualification as Principal.      ‡Principal to be appointed.



## List of Principals and Assistants of Continuation Schools, January, 1913.—Continued

Post Office and Name of School	Names and professional qualifications of Teachers (Unless otherwise stated, the teacher is the holder of a Permanent First Class Certificate.)	Degrees	Specialists	Date of appointment	No. of years' experience in a High or Continuation School	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
Metcalf, 11 Osgoode .....	Iveson, Sadie E. .... Doyle, Daniel J. ....	B.A., McMaster B.A., Queen's	..... .....	1912 1912	1½ 2½	3 7	\$ 900 .....	..... 700	..... .....
Millbrook .....	Hampton, David Mitchell, May .....	..... .....	..... .....	1883 1912	16½ 4	25 6	750 .....	..... .....	..... 650
Milton .....	Marcellus, Ernest Whyte, Minnie A. ....	B.A., Queen's .....	..... .....	1912 1910	6 4½	2 1	1,500 .....	..... .....	..... 750
Morewood.....	Loucks, Horatio ***	.....	.....	1900	10½	5	1,500 .....	..... .....	..... .....
Mount Albert, 13 East Gwillimbury .....	Taite, Ruple Haines, Ruth W. .... (Interim)	..... .....	..... .....	1912 1912	1½ 2½	3 .....	850 .....	..... .....	..... 600
Munster, 5 Goulburn .....	Garvin, Winnifred .....	.....	.....	1912	1½	2½	800 .....	..... .....	..... .....
New Hamburg .....	Smith, James M. Morton, Janet .....	..... .....	..... .....	1908 1911	4½ 2	6 2	1,150 .....	..... .....	..... 700
New Liskeard .....	Dobbie, Isabella E. Strang, Jessie M. Galbraith, Chas. A. ....	..... ..... B.S.A., Tor.	..... ..... (Agr. Instr.)	1911 1912 1912	4 ½ ½	18 2 .....	1,200 ..... .....	..... 1,200 .....	..... 750 .....
North Augusta, 17 Augusta ..	Stafford, Inez G. White, Mabel R. .... (Interim)	..... .....	..... .....	1910 1912	2½ 1½	3 ½	750 .....	..... .....	..... 700
North Gower, 6 North Gower.	Potter, Dolly .....	.....	.....	1913	3½	4	900 .....	..... .....	..... .....

\*\*\*Assistant to be appointed.

Norwich .....	Barker, Mabel M. V. Power, Eva A. ....	1911 1911	1 ½ ½	2 ½ 3	925 .....	..... .....	..... 650
Odessa, 13 Ernesttown .....	Black, Luella Clare Stocker, Eva Rose .....	1911 1911	1 ½ 1 ½	3 ½ 4 ½	1,000 .....	..... 800	..... 800
Oil Springs .....	Blake, Richard J. .... Johnston, Mabel C. .... (Interim)	1910 1912	4 ½ 1	2 ½ ½	1,100 .....	..... 600	..... 600
Orono, 12 Clarke .....	Wise, Elsie Mary .... Richardson, Julia I. .... (Interim)	1910 1912	5 ½ ½	3 1 ½	1,000 .....	..... 700	..... 700
Paisley .....	Bell, George B. .... Keeling, Lorne .... (Interim)	1906 1912	6 ½ ½	3 ½	1,100 .....	..... 750	..... .....
Pakenham, 4 Pakenham .....	Ellis, Mima Alexandra * .. Campbell, Mabel .. Moynihan, Mamie .... (Interim)	1911 1912 1912	16 ½ ½ ½	6 4 .....	1,200 ..... .....	..... 800 700	..... 800 700
Palmerston .....	Anglin, Sara .....	1913 1912	4 ½	10 .....	1,200 .....	..... 625	..... .....
Parry Sound .....	Haviland, Hugh Johnston. * .. Cameron, James G. .... Barber, Etta Louise .....	1912 1911 1912	12 ½ 11 ½ ½	..... 6 5 ½	1,600 ..... 1,400	..... ..... 850	..... ..... 850
Plattsville, 24 Blenheim .....	Davison, Jean May .....	1912	½	4	1,600	.....	.....
Port Burwell, 2 Bayham .....	Beswick, Cora .....	1910 1912	2 ½ 2 ½	4 2	800 .....	..... 700	..... 700
Powassan .....	Palmer, Louise A. ....	1913	.....	2	800	.....	.....
Princeton, U. 21 Blenheim ..	Hughes, Hugh Lloyd .....	1912	½	4	1,000	.....	.....
Richard's Landing .....	Crawford, Mary R.† .... (Interim)	1912	½	½	800	.....	.....
Richmond .....	Coghlan, Florence .....	1911	1 ½	2 ½	900	.....	.....
Ridgeway, 11 Bertie .....	Merkley, Arthur J. T. .... Johnston, E. Grace .....	1913 1911	1 ½ 1 ½	10 2	1,200 .....	..... 700	..... 700
Ripley, 10 Huron .....	Willoughby, Annie J. ....	1911	2 ½	5	1,000	.....	.....

\*High School Principal's Certificate. †Temporary qualification as Principal.

List of Principals and Assistants of Continuation Schools, January 1913.—Continued

Post Office and Name of School	Names and professional qual- ifications of Teachers. (Unless otherwise stated, the teacher is the holder of a Per- manent First Class Certificate.)	Degrees	Specialists	Date of appointment	No. of years' experience in a High or Continuation School	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
Rodney .....	Morton, Edna L. ....	B.A., McMaster .....	.....	1912	11	3	\$ 1,150	.....	.....
Russell, 2 Russell .....	Parr, Sarah E. ....	.....	.....	1912	4½	8	1,000	.....	.....
St. George, 8 S. Dumfries ...	Green, Arthur E. ....	.....	.....	1894	18½	5	800	.....	.....
Schomberg, 14 King .....	Dickson, Helen M. ....	.....	.....	1913	½	3	700	.....	.....
Shelburne .....	Cooper, Alex. B. ....*	B.A., Queen's .....	.....	1910	10½	8	1,400	.....	.....
.....	Steele, Jean M. ....(Interim)	.....	.....	1913	1	.....	.....	.....	700
.....	Clark, Mary .....	.....	.....	1910	1½	2	.....	.....	700
Southampton .....	Fraser, Lucile .....	.....	.....	1912	2½	3	900	.....	.....
.....	Kaye, Lydia M. ....(Interim)	.....	.....	1912	½	1	.....	.....	700
Spencerville, 15 Edwardsburg .....	Mahon, Nellie L. ....	.....	.....	1912	1	4	1,000	.....	.....
Springfield .....	Baker, Albert H. ....	B.A., Lennoxville ..	.....	1913	5	8	1,000	.....	.....
.....	Stark, Laverna B. ....	.....	.....	1911	1½	2½	.....	.....	725
Stayner .....	Schmietendorf, Herbert F. ....	.....	.....	1912	½	4	1,000	.....	.....
.....	Grieve, Helen M. ....(Interim)	.....	.....	1912	½	.....	.....	.....	650
Stella, 1 Amherst Island .....	Davidson, Hattie† .....	B.A., Queen's .....	.....	1912	½	1½	700	.....	.....
Stouffville .....	Osborne, Walter J. ....	.....	.....	1911	13½	30	1,100	.....	.....
.....	Montgomery, Mayme L. ....(Interim)	B.A., McMaster .....	.....	1912	½	.....	.....	.....	700
Sturgeon Falls .....	Baker, Pearl .....	.....	.....	1912	½	4½	1,000	.....	.....



Sutton West	Stewart, E. Margaret	B.A., Queen's	.....	1912	1½	2½	1,000	.....
Tamworth	Pickering, John Robert	.....	.....	1912	3½	2	1,100	.....
	Rose, Maude Louise	.....	.....	1912	1	3	.....	600
Tara	Gilmour, Allan	B.A., Queen's	.....	1911	7	4½	1,000	.....
Tavistock	Schooley, Fred. T.	.....	.....	1911	7½	7	1,050	.....
Teeswater	Thompson, Harry C.	.....	.....	1912	½	3	1,000	.....
	Guilfoyle, Annie	(Interim)	.....	1912	2½	1	.....	700
Thamesville	Eckhardt, Jessie†	(Interim)	.....	1910	2	2	1,000	.....
	Horan, J. Cecilia	.....	.....	1912	½	2	.....	650
Thessalon	Burchill (Mrs.), Jean	.....	.....	1911	8½	10	850	.....
	Grindell, Winnifred M.	(Interim)	.....	1912	½	.....	.....	700
Thornbury	Lawr, Melvin	.....	.....	1911	3½	3	1,200	.....
	McTaggart, Clara	.....	.....	1910	3	7½	.....	700
Tilbury	Douglas, Adam C.	.....	.....	1912	.....	2½	1,000	.....
	Perry, Gertrude M.	.....	.....	1911	2	3	.....	750
Tottenham	Clarke, Frank B.	.....	.....	1911	9½	6	1,050	.....
	Banks, Hilda Dunbar	(Interim)	.....	1912	½	1	.....	600
Tweed	Hanna, Ella	**	.....	1913	2½	4½	1,000	.....
	Smith, Annie A.	.....	.....	1912	½	3½	.....	750
Vernon, 20 Osgoode	.....	†	.....	.....	.....	.....	.....	.....
Wallaceburg	Dickenson, Edgar Urwin	*	.....	1904	11½	.....	1,350	.....
	Tremeer, Hattie Maud	.....	.....	1907	7½	4	.....	800
Warkworth, 2 Percy	.....	†	.....	.....	.....	.....	.....	.....
	Alcombrack, Edna A.	(Interim)	.....	1912	½	1	.....	950
Webbwood	Dunwoodie, Norma	.....	.....	1913	2	5	1,000	.....
West Lorne	Kotzenmeyer, Garnet J.	.....	.....	1910	5½	1½	1,300	.....

\*High School Principal's Certificate. \*\*Interim First Class Certificate endorsed for Principalship of a Grade B Continuation School.  
†Temporary qualification as Principal.  
‡Principal to be appointed.

List of Principals and Assistants of Continuation Schools, January 1913.—Continued

Post Office and Name of School	Names and professional qualifications of Teachers (Unless otherwise stated, the teacher is the holder of a Permanent First Class Certificate.)	Degrees	Specialists	Date of appointment	No. of year's experience in a High or Continuation School	No. of years in a Public School	Salaries		
							Principal	Male Assistants	Female Assistants
Westmeath, 2 Westmeath . . .	Norton, M. Maud . . . . .	. . . . .	. . . . .	1912	1	10	\$ 1,100	\$ . . . . .	\$ . . . . .
Westport (R. C. Sep. Sch.) . .	Sister St. Andrew (McIntosh, Catherine) . . . . .	. . . . .	. . . . .	1888	24	...	500	. . . . .	. . . . .
Westport . . . . .	Griffiths, Gertrude M. . . . .	. . . . .	. . . . .	1910	2½	3	900	. . . . .	. . . . .
Wheatley, U. 4 Romney . . .	Harvey, John I. . . . .	. . . . .	. . . . .	1912	1½	4½	1,200	. . . . .	. . . . .
Winchester . . . . .	Keenan, Edward John . . . . .	. . . . .	. . . . .	1908	6½	2½	1,300	. . . . .	. . . . .
	Ney, Louise Evelyn . . . . .	. . . . .	. . . . .	1912	½	3	. . . . .	. . . . .	800
Wolfe Island, 4 Wolfe Island	Maxwell, Daisy W.† . . . . . (Interim)	B.A., Queen's . . . . .	. . . . .	1912	½	1½	650	. . . . .	. . . . .
Wroxeter . . . . .	Dell, Bertha . . . . .	. . . . .	. . . . .	1912	4	1	900	. . . . .	. . . . .
	MacLeod, M. Augusta. . . . . (Interim)	. . . . .	. . . . .	1912	½	...	. . . . .	. . . . .	600

†Temporary qualification as Principal.

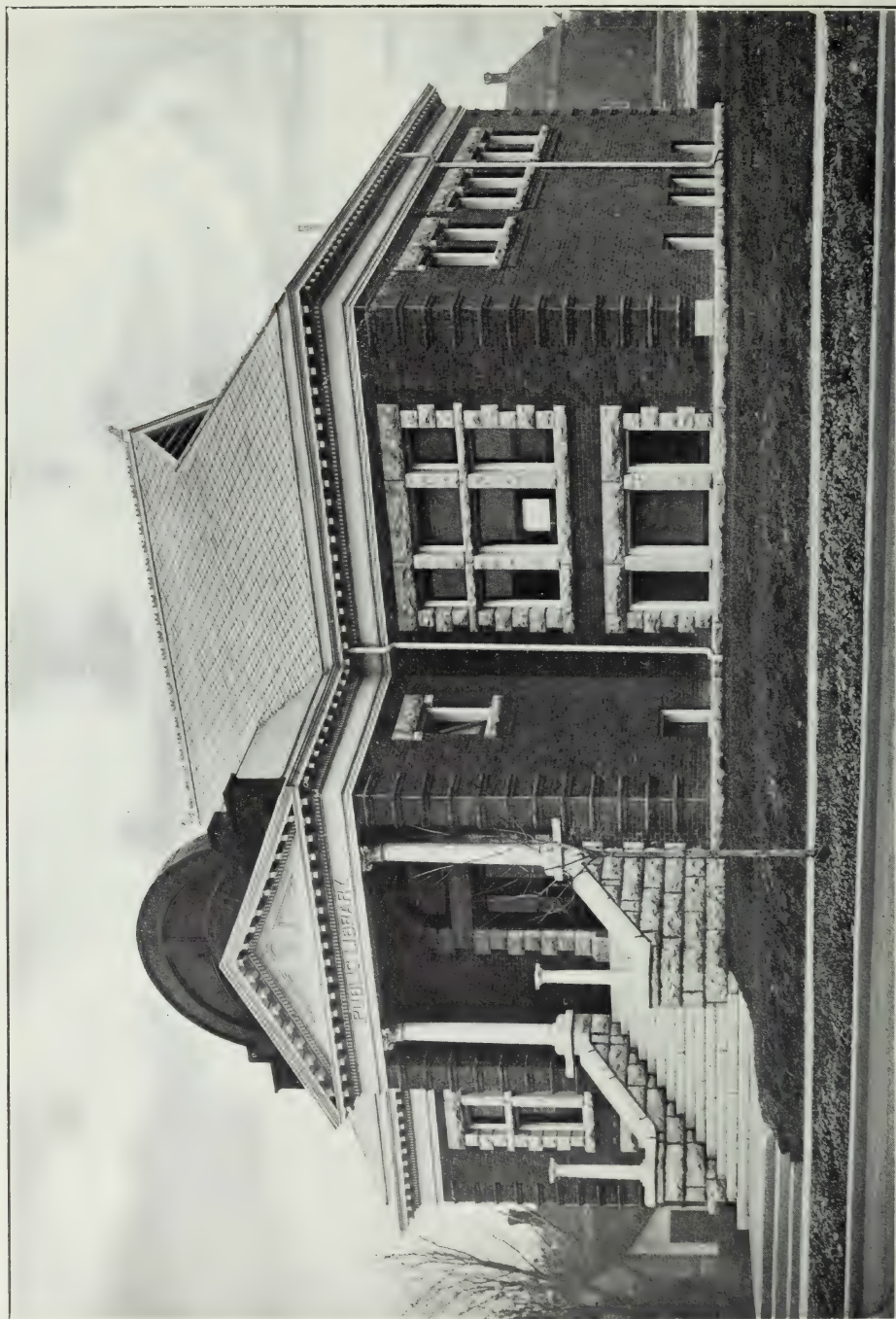
## SUMMARY, CONTINUATION SCHOOLS, JANUARY, 1913

Number of Schools, Sex and Number of Teachers, and Percentages		Salaries		University Graduates, Specialists, etc.	
<b>Schools</b>					
Three-teacher Schools.....	11	Highest Salary, Principals.....	\$1,600	Graduates.....	50
Two-teacher Schools.....	73	“ “ Male Assistants.....	1,400	Non-Graduates.....	176
One-teacher Schools.....	54	“ “ Female “.....	950		
Number of Schools.....	138	†Average Salary, Principals.....	1,041	Percentage of Graduates, 1913.....	22.12
Increase for the year.....	9			“ “ 1912.....	17.88
<b>Teachers</b>					
Gentlemen.....	79	Increase for the year.....	41	Percentage of Non-Graduates, 1913.....	77.87
Ladies.....	147	Average Salary of Assistants.....	745	“ “ 1912.....	82.11
Total.....	*226	Increase for the year.....	43	Specialists.....	3
Increase for the year.....	8	†Average Salary, Male Assistants.....	1,078	Interim Specialists.....	11
		“ “ Female “.....	719		
		Increase for the year, Female Assistants.....	37	Instructors in Agriculture.....	3
<b>Percentages</b>					
January, 1913, Gentlemen, 34.95; Ladies, 65.04					
January, 1912, Gentlemen, 39.44; Ladies, 60.55					

\*Eight additional teachers to be appointed.

†Owing to so many (60) of the Principals being female, and to 3 of the 7 male assistants being Instructors in Agriculture with salaries ranging from \$1,200 to \$1,400, the average salary of the male assistants is larger than that of the Principals.





Orillia Public Library

## APPENDIX V

## PUBLIC LIBRARIES, LITERARY AND SCIENTIFIC INSTITUTIONS, ETC.

Report of Walter R. Nursey, Inspector of Public Libraries, Scientific Institutions and Literary and Scientific Societies in the Province of Ontario for the Year 1912, with the Statistics of 1911

To the Hon. R. A. PYNE, M.D., LL.D., M.P.P.,

*Minister of Education, Province of Ontario.*

SIR,—I have the honour to submit herewith the report on the Public Libraries, Scientific Institutions, and Literary and Scientific Societies receiving a share of the Legislative Grant for the year ended 31st December, 1911, also showing the Legislative Grants paid in 1912, together with other additional information, tabulated and otherwise, showing the progress made in library extension in the Province.

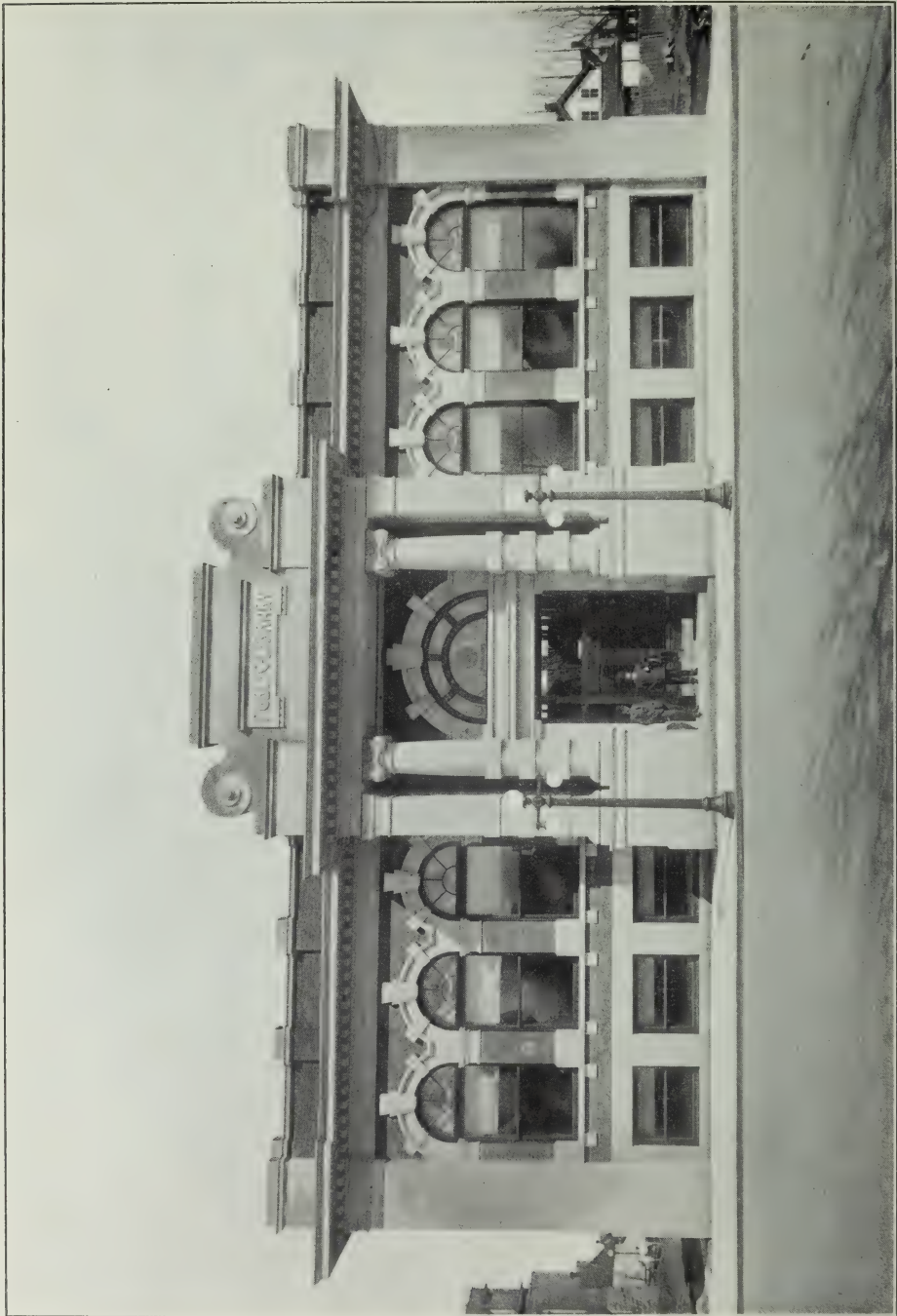
I have the honour to be.

Sir,

Your obedient servant,

WALTER R. NURSEY,

*Inspector of Public Libraries, etc.*



Fort William Public Library



## WORK OF THE INSPECTOR'S BRANCH

The "forward policy" in respect to "library extension" inaugurated by the Minister of Education referred to at length in my report for 1911—a tale of success and gains, far in advance of any previous year—has, it is encouraging to record, again been carried on during 1912 with surprising results. This steady march in library progress is not, however, due to a mere revival in interest, but the creation of a new and seemingly hungry desire on the part of the community to share in the increasing opportunities for library expansion extended by the Department.

These gratifying results are, without doubt, the cumulative outcome of the joint efforts of the Ontario Library Association and the Inspector's office.

Unremitting endeavour and the hardest kind of work is largely responsible for this acceptable state of things, a condition acknowledged by every library worker, not only in Ontario, but throughout those other Provinces of the Dominion, where the library is gradually being regarded as an integral part of the educational system. Neither is this tribute confined to the workers in Canada, for during the year congratulations have reached the Inspector's office from a number of States in the United States, all expressing surprise at the rapid development of the library field in Ontario, and warmly congratulating the Department on the splendid work accomplished, and upon the plans mapped out for the future. Nor has outside appreciation halted here, for from England I am in receipt of many letters and newspaper and magazine articles, all highly complimentary, and urging imitation of many of our methods. In a word, the position of Ontario in library matters in the last few years, has undergone a remarkable metamorphosis. We are no longer in the ruck, but one of the leaders in the van of library reform.

Speaking generally, this new and widespread creation, is directly due, outside of the sympathetic policy of the Minister and liberality of the Legislature, to two chief causes: (1) The correspondence that has been carried on from the Inspector's office, together with the official literature that has been circulated by the thousand, which has aroused declining enthusiasm, or awakened the young proselyte whose curiosity has been stimulated into activity; and (2) The round table conferences and instructional sessions that have been the outstanding features of the Library Institutes in 1912.

Having been instructed to take over all correspondence relating to the work of the Inspector's Branch, I instituted a pen and ink crusade among the people, never sparing myself when a two or three-page letter would achieve the purpose, where a dozen formal lines would fail. This method compelled the attention of the apathetic worker who had gone to sleep at his post, and stirred the dormant interest of the possible recruit who only awaited the human touch to encourage him to enlist. A stream of well compounded business information, advice and encouragement, has thus been irrigating the library field, which, whether fallow land or virgin soil, has been saturated and fertilized with library lore until a harvest has been reaped beyond expectation. The joint work of the Department and the Ontario Library Association in this particular, might well, with all due reverence, be likened to that of Paul and Apollos, of whom we are told one alternately planted the seed while the other watered. The correspondence files of this office bear speaking witness to the work accomplished through this means. In 1909 two or three letters at most were received daily, frequently none at all. Now 50 letters a day is quite usual, dealing with every phase of work. While in some instances the information sought could be supplied by circular, most of these letters call for special treatment, entailing long replies. The work has grown so rapidly that the emergency, until

quite recently, had been unforeseen and not provided for. While the tax on the Inspector's time has been great, the results have more than repaid the extra labour involved.

This amplified system of correspondence has had a marked effect in increasing the popularity of the Library Institutes—shown by a largely increased attendance. Library boards hitherto unrepresented have been induced to send delegates, paving the way for personal interviews by the Inspector with the representatives of distant communities—otherwise impossible. (See page 628-9). These heart to heart talks with the library rank and file have worked wonders. Lack of knowledge has been supplanted by fact; the objects and views of the Minister have been clearly made known, systems have been exploited; the provisions of the Act expounded and the living voice has taken up the point where the more or less cold impressions of the typewriter stopped short. The “dream” official has become a personal entity. These meetings have now been extended at added expense to cover *two* days, in accordance with the Minister's desire to develop them in part into elementary schools of instruction.

It is the inborn nature of some men never to be satisfied, or rather, never to express satisfaction. Built upon the lines of the horse-leech's daughter, they continually cry: “Give, give.” Hence it is stimulating to know that almost the entire army of men and women officially identified with the conduct of our public libraries, to the number of say, 2,500, appreciate the material aid in money and other ways provided by a sympathetic Minister of Education, and a deeply interested Deputy. Indeed, with some, the question has been raised whether there has not been a disposition to give too liberally, comparing the State aid extended by other countries with that of Ontario, and so creating a tendency on the part of some communities to depend too much on Government assistance without making proper efforts to contribute a corresponding share themselves.

The question of the introduction of the County System, which is becoming a live issue, is dealt with elsewhere. (See pages 685-689.)

The matter of aid to the Toronto Branch Libraries has been placed before the Minister by the Inspector, with a suggested temporary way of meeting the situation pending special legislation which is again recommended. (See pages 605-610.)

The advisability of “grouping” some of the present Institute annual meetings, advocated by certain prominent workers, has not, though submitted to the delegates at every Institute, met with general approval. (See pages 687.)

The success of the Departmental publication, the “Quarterly Bulletin of Selected Books,” has, under Dr. Hardy's able editorship, been a notable feature of the year's work. (See pages 614-630.)

Owing to the removal of the Department from St. James Square to the Queen's Park, which involved the utilization of many Travelling Library cases for general department purposes, and to the absence of shelf room, etc., in the new offices, necessary for the classified separation of the books for distribution, it has been impossible to circulate the same number of libraries as last year, much less to exceed that record. Files, books and records still remain in confusion. (See page 648.) The loaning of Technical libraries for the use of artisans in industrial centres is still proceeding. The good that has been accomplished in this direction is noted elsewhere.

The official cataloguer, Miss Spereman, has had a busy season, for not only has she resumed her work of cataloguing the books of the public libraries (see page 621) interrupted while finishing her temporary task of installing jointly



with Miss Andrews, the Dewey Decimal System of cataloguing in the Educational Library, but has scored a success in lecturing and practical blackboard instruction at many of the Library Institutes.

The Second Session of the Summer Library School (see page 616), held in May and June, under the chief instructorship of Miss Dunham, proved even more successful than that of 1911. The students who registered, 23 in all, expressed themselves as deeply grateful for the privilege extended by the Minister.

One of the most important Easter annual meetings of the Ontario Library Association yet held, occurred April 8-9, 1912. The doors of the spacious reference library on College Street, were thrown wide open for the occasion, when the members of the Board and the chief librarian, Mr. Locke, the secretary, Mr. Caswell, and every member of the staff, contributed to the growing popularity and value of this annual event. An honoured guest, Miss Stearns, of the State library staff of Wisconsin, bore strong testimony to the great work accomplished in Ontario by the Department and the Ontario Library Association. The proceedings of this meeting have been published by, and at the expense of, the Department, in blue-book form.

Perhaps the most important event of the year was the Annual meeting of the American Library Association, held by invitation of the Ontario Library Association, at Ottawa. (See page 632.) Towards meeting the expenses of Ontario librarians anxious to attend, the Minister of Education placed \$900.00 in the estimates. It was a red-letter week in the library annals of Canada.

Duly authorized by the Minister I also attended as representative of the Department, the Annual meeting of the New York State Library Association at Niagara Falls, N.Y., (see page 651) and gave an address on "Library Progress in Ontario."

The process of weeding out the moribund libraries is practically completed. The libraries that cannot hope to qualify under the Act are being closed. Many of those, however, that were removed from the active list, have caught the prevailing contagion and are reorganizing under improved auspices, and in compliance with the law. Six *new* libraries (see page 605) have been opened in sections of the Province not hitherto served, and several handsome and spacious modern library buildings have been erected in growing centres, through Mr. Carnegie's liberality.

On pages 660-78 will be found an exhaustive tabulated statement showing the townships throughout the Province that already possess a public library, and those that have none, giving by name the libraries in each township in alphabetical order and the proportion of libraries to population. The conclusions that can be reached by a study of these tables should be of especial value to the advocates of the County System.

The Annual statement of receipts and expenditures of all Public Libraries for the year 1911 show in addition to the information hitherto given, the Legislative grants for the *two* years—1911 and 1912—just ended. This is the first time that the insertion of the current year's grant has appeared in any previous Inspector's Annual Report.

The work of the Inspector and his responsibilities are daily growing in volume and importance. Until recently the entire executive work, even to details, except in respect of certain tables, has fallen wholly upon him. With the recent additions to the staff, after a more thorough knowledge of this somewhat intricate work has been acquired, the Inspector, it is hoped, will at last have an opportunity to devote more time to inspection and to the larger problems and pressing provincial requirements of his position. As this feature of assistance has been the subject of numer-



ous resolutions passed at Library Institutes, I am sure my motives will not be misunderstood if I reproduce copies of resolutions passed at two Institute meetings, and the views officially expressed and presented to the Minister by the members of the Ontario Library Association in regard to this feature:

#### **Assistance for the Inspector of Public Libraries**

*(Two Resolutions passed at two Library Institutes.)*

(1.) "That as the members of this Institute believe that more frequent visits of inspection would have a beneficial effect upon libraries, the Department of Education be hereby memorialized to employ a staff for this purpose larger than is at present employed, and appoint sufficient assistants to the present Inspector to accomplish this work of inspection."

(2.) "That in view of the greatly increasing demands upon the Inspector of Public Libraries, we respectfully urge upon the Honourable the Minister of Education to provide such assistance to the Inspector as will adequately provide for the inspection of the small libraries, and the growth of the Travelling and Technical Libraries, and thus leave the Inspector free to care for the general work of his department, and that the Secretary be instructed to forward a copy of this resolution to the Honourable the Minister of Education."

#### **Comments on Above by the Ontario Library Association at the Easter Meeting, and Presented to the Minister by a Special Delegation**

"These resolutions from two of the Institutes set forth what the Association believes to be one of the most urgent forward steps needed in the library development of Ontario. It is manifest that no man can overtake the work which has developed in the Public Library Division of the Department of Education. The present Inspector has devoted himself with unflagging zeal, even to the risk of his health, in trying to meet these demands, and he is undertaking what is simply an impossible task. Take for instance this one fact—in the past two years 200 of our libraries have been brought into touch with the organized modern library movement through the Institutes, and the correspondence resulting therefrom has been exceedingly heavy, not only in volume but in complexity of demands and inquiry.

It is the judgment of the Ontario Library Association that the office of the Inspector should be so staffed that all reasonable demands upon it could be promptly met, and that the Inspector should be left with considerable freedom to initiate the forward movements which ought to be undertaken. We would respectfully suggest for the consideration of the Minister, the employment of an experienced graduate of the best library school, (*e.g.*, such as the New York State Library School), in order to provide such expert and technical assistance as is increasingly demanded, and such other expert assistance of first grade as may be necessary. We cannot commend too highly the devotion of the present Inspector, his grasp of the situation, his sympathetic interest in every phase of library work, and his ability to establish and maintain cordial relations with library workers everywhere, and we believe that with adequate assistance and equipment in his office he would render this Province a service of very high order."

With the extra assistance provided by the Minister, I am now systematizing the office work still further by banishing the old archaic ledgers and introducing up-to-date business methods and record books for the (1) Public Library Reports and Grants (Mr. S. B. Herbert), and (2) the Travelling Libraries (Mr. Riddell), and for the Correspondence and Expenditures (Mr. W. E. Smith). Wherever feasible I am planning to utilize the loose-leaf system. Mr. Lemon still prepares the itemized statement of Annual Receipts and Expenditures.



Shelburne Public Library



Kanover Public Library

### THE STORY OF THE PUBLIC LIBRARIES, FREE AND ASSOCIATION, FOR THE YEAR 1912

The following libraries were incorporated: Glanworth, Harrietsville, Iroquois, Rainy River, Sudbury, Linwood.

The following libraries did not report for the year 1911. Should they neglect to report for the year 1912, they will be removed from the list of libraries entitled to participate in the Legislative Grant: Caledonia, Corkery, Dutton, Easton's Corners, Harrington, Little Current, Markham, Trenton, Vankleek Hill.

In consequence of the following libraries not having reported to the Department of Education for two years and over, they have been removed from the list of libraries entitled to participate in the Legislative Grant in accordance with the Regulations: Bruce Mines, Bunyan, Cockburn Island, Comber, Fort Frances, Grantham, Maple, Oil Springs, Relessey, Shakespeare, Westport, Wyoming.

The following libraries have reorganized: Brigden, Cayuga, Gravenhurst, Pinkerton. Where it has been shown that, despite the reasonable efforts of the community affected the maintenance of a library was an apparent impossibility, the reading requirements of such community will, as hitherto, be met in part by Travelling Libraries until such time as the effect of a closed library will arouse the community to take active steps to reorganize and re-establish an Association Library upon a permanent footing under the provisions of the Public Libraries Act.

If events indicate that re-establishment of a library is an impossibility, the books, magazines and periodicals of any library that has received a Government Grant can under the present regulations be distributed amongst the most deserving of the struggling libraries in the discretion of the Minister, in whom the disposal of all such books is vested under the Act.

### PUBLIC LIBRARIES TAKEN OFF THE ACTIVE LIST

Of the 91 libraries taken off the list between the years 1905 and 1910 inclusive (see pages 511 and 512, Inspector's Report, 1911), eleven were allowed to transfer their books to other libraries or schools. Of the 80 libraries whose books had then to be accounted for, all were communicated with; but up to the present time only 48 have given the required information upon which can be determined the method of treatment best calculated to promote the general interests of all concerned in respect to the disposition of the books in local storage. It is worthy of note and an indication of the "new birth" as regards the growth of the "library idea," that many of these long-since-dead libraries are keen for reorganization.

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## DESCRIPTIONS OF PUBLIC LIBRARIES

Which have appeared in the Inspectors' previous Reports for the years 1906, 1907, 1908, 1909, 1910 and 1911, showing the year and Page of Report

Name of Library	Year	Page	Name of Library	Year	Page
1 Belleville .....	1908	163	26 Niagara Falls.....	1910	501
2 Brampton .....	1907	323	27 North Bay.....	1910	503-4
3 Bracebridge .....	1907	308	28 Ottawa .....	1909	416
4 Burlington.....	1907	312	29 Odessa .....	1909	417
5 Brantford .....	1906	247-51	30 Orangeville .....	1907	314
6 Broekville.....	1906	252	31 Paris .....	1906	288
7 Berlin.....	1906	242	32 Picton..... {	1907	302
8 Chatham.....	1906	256	33 Perth .....	1907	319
9 Collingwood .....	1906	259	34 Peterborough .....	1911	575-6
10 Cornwall' .....	1906	262	35 Penetanguishene .....	1909	417
11 Dundas .....	1910	499-500	36 Runnymede .....	1910	504
12 Elora .....	1909	407	37 St. Catharines .....	1906	229
13 Fort William .....	{ 1910	500-1	38 Sarnia.....	1906	291
	1911	575	39 Smith's Falls.....	1906	297
14 Goderich.....	1906	226	40 Sault Ste. Marie .....	1910	504-5
15 Galt.....	1906	267	41 St. Mary's.....	1906	298
16 Guelph .....	1906	270	42 St. Thomas .....	1906	301
17 Hamilton .....	{ 1906	275	43 Stratford.....	1906	308
	1911	575	44 Streetsville.....	1907	301
18 Harriston.....	1909	411	45 Toronto .....	1910	506-7-8-9
19 Ingersoll .....	1910	501-3	46 Uxbridge .....	1907	305
20 Kenora .....	1910	500	47 Waterloo .....	1906	312
21 Lindsay .....	1906	276	48 Windsor.....	1906	316
22 London .....	1906	279	49 Wallaceburg .....	{ 1907	327
23 Lucknow .....	1910	503		1910	505-6
24 Napanee.....	1908	170	50 Walkerville.....	1910	506
25 Niagara .....	1909	415	51 Wardsville .....	1909	418

## LIBRARIES OUTSIDE ONTARIO

Name of Library	Year	Page	Name of Library	Year	Page
52 Regina, Saskatchewan.....	1910	511-12	53 Winnipeg, Manitoba .....	1910	512-13

**FREE PUBLIC**

**TABLE A—Receipts, Expenditure, Cost of Maintenance, Assets and Liabilities,**  
**Grants paid in 1911**

Number	Public Libraries FREE	Receipts					Expenditure	Balance on hand
		Legislative Grants paid in 1911	Municipal and County Grants	Borrowers' Tickets, etc.	Balances and other sources	Total Receipts		
		\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1 Acton .....		89 04	115 00	23 84	260 64	488 52	353 55	134 97
2 Ailsa Craig .....		27 00	75 00	6 00	215 25	323 25	95 68	227 57
3 Amherstburg .....		165 92	375 00	46 90	1,642 96	2,230 78	1,882 58	348 20
4 Alton .....		42 37	15 00	13 00	126 81	197 18	174 38	22 80
5 Arnprior .....		46 73	100 00	.....	63 07	209 80	168 52	41 28
6 Arthur .....		40 10	285 50	10 00	29 35	364 95	363 77	1 18
7 Aurora .....		58 31	200 00	.....	199 27	455 58	436 06	19 52
8 Aylmer .....		172 80	425 00	10 00	85 44	693 24	658 57	34 67
9 Ayr .....		75 36	175 00	3 50	152 85	406 71	277 66	129 05
10 Beeton .....		60 81	60 00	3 70	13 77	138 28	137 20	1 08
11 Belleville .....		219 12	1,900 00	.....	313 39	2,432 51	2,201 26	231 25
12 Berlin .....		260 00	3,330 00	163 74	133 51	3,887 25	3,881 18	6 07
13 Bracebridge .....		138 97	834 91	26 12	86 54	1,086 54	979 44	107 10
14 Brampton .....		253 09	1,000 00	15 00	247 52	1,515 61	1,282 22	233 39
15 Brantford .....		260 00	5,586 00	7 50	769 15	6,622 65	6,248 30	374 35
16 Brighton .....		62 76	200 00	.....	3 77	266 53	259 19	7 34
17 Brockville .....		260 00	1,200 00	41 55	147 64	1,649 19	1,631 41	17 78
18 Brussels .....		86 71	312 50	81 00	177 91	658 12	512 14	145 98
19 Burk's Falls .....		57 63	300 00	2 50	140 87	501 00	293 63	207 37
20 Caledon .....		38 64	15 00	.....	19 43	73 07	68 34	4 73
21 Camden East .....		48 85	85 00	25	47 25	181 35	95 15	86 20
22 Cardinal .....		66 44	150 00	2 00	81 75	300 19	193 59	106 60
23 Carleton Place ..		124 35	300 00	35 80	169 92	630 07	527 50	102 57
24 Chatham .....		260 00	1,923 00	59 45	703 02	2,945 47	2,594 49	350 98
25 Chesley .....		86 79	315 79	75	176 79	580 12	382 35	197 77
26 Clifford .....		93 26	100 00	15 90	.....	209 16	172 88	36 28
27 Clinton .....		246 96	275 00	126 08	346 52	994 56	972 98	21 58
28 Collingwood .....		260 00	1,860 00	109 17	89 33	2,318 50	2,303 45	15 05
29 Copper Cliff .....		65 81	200 00	.....	43 87	309 68	282 69	26 99
30 Cornwall .....		126 77	800 00	28 30	38 34	993 41	967 04	26 37
31 Delhi .....		.....	125 00	19 98	65 59	210 57	181 25	29 32
32 Deseronto .....		130 12	300 00	22 59	166 99	619 70	419 31	200 39
33 Drayton .....		89 91	150 00	30 50	135 37	405 78	309 14	96 64
34 Dundas .....		114 58	1,376 68	43 75	70 70	1,605 71	1,544 64	61 07
35 Elmira .....		125 62	308 00	23 47	141 40	598 49	381 47	217 02
36 Elora .....		131 00	330 72	29 05	11 01	501 78	497 06	4 72
37 Erin .....		45 37	75 00	1 50	11 44	133 31	128 54	4 77
38 Essex .....		96 69	368 00	.....	34 16	498 85	448 74	50 11
39 Exeter .....		86 69	125 00	22 00	35 16	268 85	214 34	54 51
40 Fergus .....		109 54	491 60	.....	174 65	775 79	748 46	27 33
41 Forest .....		46 47	332 93	27 10	34 85	441 35	338 75	102 60
42 Fort William .....		260 00	6,403 07	.....	917 17	7,580 24	7,041 57	538 67
43 Galt .....		260 00	2,381 36	.....	219 69	2,861 05	2,833 69	27 36
44 Garden Island .....		127 01	250 00	.....	350 12	727 13	452 94	274 19
45 Georgetown .....		100 18	240 00	11 70	146 60	498 48	350 59	147 89
46 Glencoe .....		32 19	100 00	17 10	.....	149 29	139 94	9 35
47 Goderich .....		147 87	900 00	72 71	455 72	1,576 30	1,136 93	439 37
48 Grand Valley .....		119 92	206 62	.....	44 01	370 55	300 81	69 74
49 Grimsby .....		156 17	500 00	3 00	50 94	710 11	601 15	108 96
50 Guelph .....		260 00	3,000 00	.....	556 03	3,816 03	3,795 73	20 30
51 Hagersville .....		46 15	272 76	9 60	37 40	365 91	264 02	101 89
52 Hamilton .....		260 00	23,919 54	1,033 22	8,912 28	34,125 04	30,535 66	3,589 38
53 Hanover .....		98 04	289 50	9 60	263 99	661 13	559 76	101 37
54 Harriston .....		100 32	225 00	22 90	125 80	474 02	323 21	150 81
55 Hensall .....		66 86	89 69	26 00	67 23	249 78	200 11	49 67
56 Hespeler .....		104 90	300 00	18 65	233 55	657 10	544 54	112 56

## LIBRARIES

Books and Circulation, etc., for the year ending 31st Dec., 1911, showing Legislative and in 1912

Number	Maintenance		Number of Borrowers	Number of volumes in library	Number of volumes issued	Number of newspapers and magazines	Assets	Liabilities	Population	Legislative grant paid in 1912
	Rent, Light and Heating	Salaries								
	\$ c.	\$ c.					\$ c.	\$ c.		\$ c.
1	.....	90 00	311	3,120	6,152	.....	3,442 06	.....	1,750	101 54
2	.....	45 00	140	2,461	3,172	.....	2,727 57	.....	650	15 00
3	49 05	189 00	644	5,571	13,891	31	10,621 30	.....	2,500	92 17
4	7 20	35 00	70	4,680	3,736	.....	5,042 80	.....	480	43 12
5	.....	.....	261	2,957	3,010	.....	1,491 28	.....	4,395	43 34
6	116 09	55 00	.....	3,031	894	17	2,251 18	7 50	1,100	100 82
7	101 50	73 68	432	3,310	7,151	18	3,761 52	800 00	2,000	35 84
8	65 00	110 00	425	6,122	13,213	29	5,454 67	75 00	2,049	174 03
9	57 89	80 50	285	3,447	6,386	23	2,221 01	.....	833	77 50
10	30 00	20 00	121	2,259	1,387	.....	795 65	.....	700	45 75
11	319 97	858 00	2,347	6,782	30,515	10	45,231 25	.....	10,000	260 00
12	342 12	2,039 85	1,807	10,647	31,859	120	42,767 66	.....	15,338	260 00
13	241 25	400 00	430	5,016	9,881	29	14,034 62	.....	3,000	115 60
14	243 40	436 00	713	6,222	21,398	46	16,633 39	.....	3,800	259 41
15	710 03	2,715 47	5,372	25,292	105,204	125	57,074 35	.....	24,084	260 00
16	43 00	110 00	285	3,657	5,364	28	1,819 84	18 33	1,425	58 69
17	173 70	706 50	2,628	12,665	19,815	65	23,517 78	100 80	9,435	260 00
18	155 69	146 25	242	3,940	6,055	28	10,145 98	.....	1,200	122 60
19	.....	180 00	391	2,791	2,607	13	1,257 37	.....	1,000	69 24
20	9 12	3 28	125	3,836	2,588	.....	2,949 31	.....	750	27 97
21	34 80	33 00	196	2,056	3,443	12	1,208 87	128 96	**	38 67
22	53 50	45 00	233	5,155	3,077	15	1,236 60	.....	1,200	65 97
23	.....	204 00	420	5,536	8,780	37	4,002 57	.....	3,617	144 03
24	281 16	1,274 75	5,352	8,169	25,316	44	28,850 98	.....	10,417	260 00
25	141 79	84 66	207	2,870	6,542	17	1,397 77	.....	1,786	99 74
26	29 00	25 00	340	3,969	2,876	.....	2,891 06	.....	1,000	59 73
27	124 55	200 08	552	6,493	17,803	49	13,521 58	.....	2,300	232 94
28	420 64	873 34	646	6,955	15,429	48	24,766 67	158 09	7,300	241 14
29	.....	50 00	247	1,402	3,952	.....	1,004 86	.....	3,100	78 94
30	170 06	385 00	1,031	5,548	16,211	64	12,887 17	68 00	6,345	119 93
31	.....	125 00	142	1,756	1,954	9	1,449 92	.....	900	80 47
32	.....	164 00	680	6,169	9,095	17	4,010 39	.....	2,005	148 73
33	35 70	100 00	285	3,257	4,771	14	2,041 64	.....	800	94 90
34	395 66	666 02	782	7,279	17,390	51	15,161 07	10 00	4,300	119 30
35	91 70	55 00	365	3,055	3,697	24	2,814 77	.....	1,850	123 21
36	88 89	100 00	407	8,080	13,037	17	7,004 72	.....	1,225	74 45
37	.....	40 00	149	2,434	3,531	.....	1,822 91	.....	512	44 67
38	103 75	104 00	325	2,258	5,198	21	2,550 11	.....	1,300	107 61
39	.....	105 00	326	4,880	6,834	24	2,579 51	.....	1,600	65 93
40	111 66	195 83	510	5,405	3,524	41	13,727 33	21 00	1,575	104 10
41	175 10	110 00	355	4,369	5,058	20	3,852 60	88 19	1,675	45 05
42	.....	1,526 50	1,903	7,245	47,006	91	23,538 67	15,000 00	20,644	360 00
43	460 43	949 11	3,724	9,038	43,847	75	34,527 36	1,000 00	10,333	260 00
44	132 73	75 00	76	6,087	1,156	34	4,861 12	.....	150	111 21
45	66 25	100 00	400	3,369	8,413	21	2,927 89	.....	1,732	100 30
46	25 00	75 00	118	2,780	1,170	.....	1,209 35	.....	900	25 35
47	336 66	330 00	750	5,184	18,341	42	12,339 37	.....	4,795	141 67
48	84 00	50 00	250	3,369	4,485	24	2,169 74	.....	776	77 97
49	109 10	159 00	858	**	16,956	27	4,108 96	.....	1,500	147 21
50	494 58	884 60	1,965	16,215	48,781	96	40,045 80	.....	15,107	260 00
51	86 55	60 00	164	2,126	3,141	14	2,201 89	.....	1,110	58 40
52	1,638 44	7,890 26	23,996	46,231	288,966	366	179,768 67	59,917 37	82,095	260 00
53	163 89	105 00	180	1,667	2,128	14	11,231 69	1,500 00	2,640	45 63
54	.....	120 00	476	3,472	7,734	33	12,150 81	.....	1,800	114 83
55	25 00	60 00	240	2,122	3,093	.....	1,753 58	.....	831	57 25
56	.....	240 00	471	4,347	10,590	26	2,862 56	.....	2,522	158 01

\*\*Not reported.



FREE PUBLIC

TABLE A—Receipts, Expenditure, Cost of Maintenance, Assets and Liabilities,  
Grants paid in 1911

Number	Public Libraries FREE	Receipts					Expenditure	Balance on hand
		Legislative grants paid in 1911	Municipal and County grants	Borrowers' Tickets, etc.	Balances and other sources	Total receipts		
		\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
57	Ingersoll .....	174 45	1,050 00	22 55	370 06	1,617 06	1,375 00	242 06
58	Kemptville .....	121 54	215 50	8 00	122 19	467 23	404 43	62 80
59	Kenora .....	82 76	500 00	.....	325 71	908 47	749 61	158 86
60	Kincardine .....	81 09	397 00	49 19	178 37	705 65	702 27	3 38
61	Kingsville .....	103 04	300 00	.....	77 81	480 85	391 53	89 32
62	Lakefield .....	91 47	117 80	.....	17 38	226 65	223 98	2 67
63	Lanark .....	29 80	240 70	.....	14 62	285 12	122 68	162 44
64	Lancaster .....	30 00	50 79	.....	458 34	539 13	215 15	323 98
65	Leamington .....	121 85	650 00	.....	10,097 08	10,868 93	5,186 85	5,682 08
66	Lindsay .....	260 00	1,412 15	17 62	249 86	1,939 63	1,435 86	503 77
67	Listowel .....	136 15	500 00	42 21	4 98	683 34	562 58	120 76
68	Little Britain ....	48 71	50 00	15 25	27 25	141 21	101 22	39 99
69	London .....	260 00	12,064 00	.....	830 71	13,154 71	12,750 45	404 26
70	Markdale .....	83 30	164 00	18 30	46 86	312 46	256 22	56 24
71	Merrickville .....	91 78	200 00	6 45	4 35	302 58	286 96	15 62
72	Merriton .....	44 79	100 00	.....	118 59	263 38	143 86	119 52
73	Midland .....	114 50	547 15	.....	284 84	946 49	946 49	.....
74	Millbrook .....	105 23	175 00	12 65	103 57	396 45	308 55	87 90
75	Milverton .....	101 92	200 00	10 00	47 71	359 63	335 73	23 90
76	Mitchell .....	88 61	600 00	12 25	340 83	1,041 69	845 31	196 38
77	Mount Forest .....	143 58	370 00	.....	462 83	976 41	507 60	468 81
78	New Liskeard ....	96 00	850 00	89 00	113 00	1,148 00	759 66	388 34
79	Newmarket .....	90 99	450 00	.....	13 90	554 89	505 72	49 17
80	Niagara Falls .....	254 06	1,750 00	69 65	626 51	2,700 22	2,700 22	.....
81	North Bay .....	106 52	500 00	37 70	254 87	899 09	872 18	26 91
82	North Toronto ...	142 10	300 00	15 05	81 19	538 34	523 40	14 94
83	Orangeville .....	159 36	956 90	30 40	173 22	1,319 88	1,212 97	106 91
84	Orillia .....	210 92	1,010 00	63 00	747 10	2,031 02	1,075 15	955 87
85	Oshawa .....	145 23	1,125 00	.....	223 98	1,494 21	1,274 75	219 46
86	Ottawa .....	260 00	12,750 00	.....	5,326 97	18,336 97	18,336 97	.....
87	Otterville .....	31 88	74 54	.....	153 11	259 53	100 65	158 88
88	Owen Sound .....	179 70	800 00	38 93	125 91	1,144 54	1,054 59	89 95
89	Paisley .....	91 99	205 00	8 50	24 15	329 64	325 49	4 15
90	Palmerston .....	42 25	.....	.....	817 72	859 97	859 29	68
91	Paris .....	208 93	850 00	12 50	112 62	1,184 05	1,058 62	125 43
92	Parkhill .....	58 93	25 00	23 69	15 76	123 38	46 37	77 01
93	Parry Sound .....	127 69	400 00	36 00	150 19	713 88	626 48	87 40
94	Pembroke .....	260 00	798 47	.....	1,686 83	2,745 30	2,025 07	720 23
95	Penetanguishene ..	159 04	1,110 00	.....	4 34	1,273 38	1,190 15	83 23
96	Perth .....	146 95	900 00	3 00	279 60	1,329 55	1,189 06	140 49
97	Peterborough ....	181 18	4,000 00	10 00	580 79	4,771 97	4,646 81	125 16
98	Pictou .....	254 45	1,180 90	21 00	151 53	1,607 88	1,607 88	.....
99	Port Arthur .....	249 75	3,438 25	57 75	243 97	3,989 72	3,871 22	118 50
100	Port Carling .....	50 56	151 77	7 30	20 54	230 17	167 72	62 45
101	Port Colborne .....	35 43	100 00	12 89	130 28	278 60	163 93	114 67
102	Port Elgin .....	127 45	468 00	27 75	382 93	1,006 13	880 96	125 17
103	Port Hope .....	253 61	1,170 03	47 09	.....	1,470 73	1,470 73	.....
104	Prescott .....	128 50	250 00	.....	99 66	478 16	433 89	44 27
105	Preston .....	120 79	642 00	49 00	4,915 12	5,726 91	4,373 04	1,353 87
106	Renfrew .....	117 19	300 00	5 00	139 65	561 84	341 81	220 03
107	Richmond Hill .....	70 45	155 00	.....	16 90	242 35	221 26	21 09
108	Ridgeway .....	57 31	90 00	28 80	20 66	196 77	134 39	62 38
109	Sarnia .....	260 00	2,247 34	.....	548 48	3,055 82	2,294 80	761 02
110	Sault Ste. Marie ..	246 70	1,250 00	.....	256 48	1,753 18	1,535 94	217 24
111	Seaforth .....	158 06	375 00	26 35	97 78	657 19	473 77	183 42
112	Shelburne .....	134 39	200 00	22 15	139 24	495 78	345 20	150 58

## LIBRARIES—Continued

Books and Circulation, etc., for the year ending 31st Dec., 1911, showing Legislative and in 1912

Number	Maintenance		Number of Borrowers	Number of volumes in library	Number of volumes issued	Number of newspapers and magazines	Assets	Liabilities	Population	Legislative grant paid in 1912
	Rent, light and heating	Salaries								
	\$ c.	\$ c.					\$ c.	\$ c.		\$ c.
57	215 35	467 33	1,000	5,831	20,803	25	13,942 06		4,847	160 05
58	83 25	115 83	466	2,781	7,810	24	2,370 35	6 50	1,209	111 25
59	570 00	120 00	378	3,745	9,732	.....	3,512 45		6,500	74 64
60	84 69	212 00	560	4,120	9,086	27	8,125 00		1,956	95 87
61	107 71	120 00	265	2,860	6,062	17	1,989 32	60 00	1,860	90 66
62	.....	50 00	150	1,925	2,275	22	763 04		1,353	101 07
63	3 25	50 00	178	2,204	3,317	.....	1,809 54		722	31 26
64	34 00	26 00	178	3,824	2,157	11	4,950 00		588	64 64
65	142 28	168 33	621	2,947	8,343	28	18,297 08	4,959 46	2,652	57 98
66	71 79	627 58	1,533	6,512	23,293	67	16,888 74	87 50	7,418	260 00
67	110 46	260 00	700	3,902	7,782	18	12,120 76		2,400	80 99
68	.....	50 00	55	2,488	863	18	2,214 49		1,050	44 36
69	714 72	4,532 47	9,579	27,353	159,971	165	84,742 94	29,000 00	46,177	260 00
70	.....	90 00	154	3,565	4,434	17	2,956 24		1,000	89 41
71	84 00	50 00	193	2,025	3,871	.....	2,391 62		1,100	69 85
72	.....	84 00	524	2,388	5,664	.....	1,793 64		1,600	28 53
73	142 20	180 00	772	3,784	11,820	34	2,740 00		4,238	108 63
74	60 00	60 00	286	2,410	6,546	27	2,012 90	200 00	800	106 57
75	119 46	100 00	130	2,243	3,625	7	2,036 76		900	65 06
76	109 50	350 00	259	5,010	10,961	22	5,845 21		1,800	109 55
77	100 00	109 66	375	3,949	9,235	13	4,376 55		2,300	123 96
78	34 75	218 17	370	2,524	5,565	18	13,157 71	223 13	2,600	99 10
79	110 48	130 00	904	3,232	11,187	30	1,892 09		3,400	122 64
80	250 29	1,277 05	1,700	9,539	28,865	45	27,600 00	156 67	9,243	260 00
81	.....	358 33	651	3,146	5,697	19	3,115 91		8,534	114 36
82	.....	172 50	478	1,259	7,079	18	1,095 66		6,000	89 22
83	267 63	3 60	600	4,684	12,204	52	18,806 91		2,321	223 28
84	167 50	340 00	1,293	5,883	21,432	25	8,324 87		6,815	177 92
85	321 11	499 92	1,187	18,637	18,571	43	5,669 46		7,417	176 78
86	1,897 94	8,664 11	13,000	48,259	216,532	203	195,900 00	83,000 00	86,340	260 00
87	.....	24 00	103	1,108	712	.....	891 08		500	50 07
88	.....	543 75	890	4,957	15,227	36	5,089 95		12,555	194 02
89	15 00	144 00	240	5,427	7,045	21	3,454 15		779	105 23
90	324 80	299 00	509	2,478	7,395	29	13,840 68	10 00	1,800	71 94
91	173 69	330 00	425	8,845	11,476	41	14,125 43		4,278	131 08
92	.....	30 00	390	2,640	2,715	.....	1,552 01		400	15 00
93	145 51	169 00	398	2,588	8,415	.....	1,937 40		3,014	137 75
94	373 40	375 00	895	1,646	13,325	37	2,530 23	139 05	5,500	260 00
95	302 50	450 00	500	5,204	10,602	27	17,983 23		3,600	148 02
96	275 73	440 68	846	3,563	16,369	41	15,670 82	35 00	3,500	191 35
97	749 05	1,970 02	2,459	10,349	42,737	73	42,606 00	13 30	19,300	260 00
98	310 11	625 00	1,370	5,304	19,620	40	16,430 00	47 74	3,456	244 53
99	430 00	989 27	1,289	4,592	23,080	80	4,368 50		14,016	260 00
100	.....	95 00	100	1,999	1,999	18	936 45	13 63	340	53 61
101	.....	70 00	305	2,673	6,818	.....	1,978 99		1,624	33 46
102	247 06	375 00	365	4,134	10,247	27	11,825 17		1,500	104 34
103	131 93	234 00	510	5,522	13,639	43	4,400 00		5,089	240 90
104	.....	150 00	638	6,792	12,917	25	5,194 27		2,810	133 87
105	151 38	282 50	700	7,186	8,594	35	19,553 87	441 00	3,900	167 98
106	120 00	55 00	300	4,034	7,705	.....	2,095 03		3,846	57 45
107	30 00	58 75	150	3,826	3,218	20	1,786 09		707	67 42
108	.....	43 00	150	1,900	2,320	.....	2,540 20		600	50 07
109	328 34	1,142 95	2,000	8,643	33,096	42	29,579 36		9,975	260 00
110	247 87	817 00	800	2,990	25,589	37	2,823 24		13,000	198 25
111	.....	200 00	428	5,778	14,810	24	2,283 42	10 00	2,120	128 04
112	.....	81 00	232	3,383	6,136	27	8,850 58		1,200	117 49

FREE PUBLIC

TABLE A—Receipts, Expenditure, Cost of Maintenance, Assets and Liabilities, Grants paid in 1911

Number	Public Libraries FREE	Receipts					Expenditure	Balance on hand
		Legislative grants paid in 1911	Municipal and County grants	Borrowers' Tickets, etc.	Balances and other sources	Total receipts		
		\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
113	Simcoe .....	243 20	663 88	46 00	333 60	1,286 68	1,029 56	257 12
114	Smith's Falls....	125 39	1,100 00	57 00	271 20	1,553 59	1,553 59	.....
115	Stayner .....	25 78	85 00	6 77	9 53	127 08	103 12	23 96
116	Stirling .....	58 48	186 00	41 27	110 17	395 92	207 29	188 63
117	Stouffville.....	94 95	170 00	8 00	70 83	343 78	295 80	47 98
118	Stratford.....	260 00	1,500 00	10 00	530 88	2,300 88	2,300 88	.....
119	Streetsville.....	103 91	110 00	10 50	138 58	362 99	312 95	50 04
120	St. Catharines ...	260 00	2,600 00	.....	420 74	3,280 74	2,826 11	454 63
121	St. Mary's.....	149 78	750 00	41 15	171 84	1,112 77	968 39	144 38
122	St. Thomas.....	260 00	2,900 00	84 65	810 45	4,055 10	4,023 39	31 71
123	Tara .....	74 87	155 00	13 60	133 22	376 69	247 50	129 19
124	Thorold .....	75 10	400 00	.....	111 94	587 04	445 69	141 35
125	Tillsonburg .....	72 20	658 55	11 00	68 99	810 74	792 29	18 45
126	Toronto .....	260 00	82,152 00	578 65	15,327 80	98,318 45	80,826 41	17,492 04
127	Uxbridge .....	93 63	250 00	35 30	258 46	637 39	637 39	.....
128	Walkerville .....	260 00	2,029 18	33 35	2,146 26	4,468 79	2,364 97	2,103 82
129	Wallaceburg.....	195 08	787 96	35 65	238 68	1,257 37	886 27	371 10
130	Waterloo .....	260 00	1,063 93	26 25	617 06	1,967 24	1,967 24	.....
131	Watford.....	102 38	194 00	118 05	3 49	417 92	409 82	8 10
132	Whitby .....	45 99	25 00	50 00	673 54	794 53	786 48	8 05
133	Windsor.....	260 00	5,000 00	.....	553 29	5,813 29	5,641 87	171 42
134	Wingham.....	202 69	630 00	77 98	5 90	916 57	873 38	43 19
135	Woodstock.....	260 00	2,300 00	199 58	16	2,759 74	2,759 70	04
136	Wroxeter.....	74 35	125 00	11 34	98 52	309 21	197 48	111 73
Totals.....		18,260 90	232,185 96	4,729 53	75,751 83	330,926 22	283,699 59	47,226 63

LIBRARY STAFF

Let us have in the library men and women of broad culture who have had special training in psychology and sociology, who are sincerely and sympathetically devoted to humanity. Let this great educational institution be directed by people of commanding power, trained for public service, who have entered the profession as a life work, salaries to correspond with qualifications required and services rendered. We say services rendered because all service must be rendered before it can be measured. The library will thus become the centre of the intellectual activities of the community, a continuation school, a local university. . . . There are more than twenty millions of students in the schools of Canada and United States. These students touch directly or indirectly every home. With libraries at various local centres correlated with the schools, we have what may be called the nervous system of education of these great nations. . . . Therefore, we put the schools in the first place. *Let us bring the library and the schools into closer relation.*—Senator W. H. Hatton, Wisconsin.



## LIBRARIES—Continued

Books and Circulation, etc., for the year ending 31st Dec., 1911, showing Legislative and in 1912

Number	Maintenance		Number of Borrowers	Number of volumes in library	Number of volumes issued	Number of newspapers and magazines	Assets	Liabilities	Population	Legislative grant paid in 1912
	Rent, light and heating	Salaries								
	\$ c.	\$ c.					\$ c.	\$ c.		\$ c.
113	52 70	290 00	1,131	8,375	14,800	49	18,257 12	1,984 00	3,864	252 61
114	364 50	402 90	1,415	5,435	26,047	46	19,000 00	36 65	6,500	218 89
115	.....	60 00	335	2,086	4,913	.....	1,530 76	.....	1,100	24 35
116	47 08	50 00	320	1,299	4,454	.....	913 63	.....	900	55 80
117	16 10	125 00	625	5,091	9 875	26	4,847 98	.....	1,004	93 03
118	312 40	817 34	1,700	10,628	63,813	61	18,850 00	199 19	14,596	259 59
119	29 52	.....	300	2,491	6,232	20	3,200 04	106 00	600	90 16
120	471 12	1,451 00	3,874	12,110	40,441	65	38,954 63	.....	14,702	260 00
121	137 36	400 00	765	7,246	16,256	34	12,444 38	968 39	3,555	167 10
122	503 51	1,560 00	1,683	12,733	72,342	65	10,617 03	.....	15,240	260 00
123	50 00	35 00	120	1,966	2,721	11	2,099 19	.....	540	68 91
124	116 16	146 00	610	6,018	8,129	14	6,096 89	.....	2,468	98 71
125	111 26	250 00	360	3,699	11,022	15	2,518 45	.....	2,800	130 93
126	5,416 38	32,411 43	21,836	165,936	791,838	1,118	863,426 10	45,662 71	425,000	260 00
127	245 17	150 00	582	6,334	8,590	30	9,375 00	150 92	1,600	46 21
128	426 75	545 00	692	4,966	22,936	51	10,497 24	.....	3,349	258 00
129	121 20	304 75	519	5,673	17,948	40	3,729 61	.....	4,000	140 74
130	175 19	526 00	780	9,019	13,737	58	9,665 00	215 26	4,800	260 00
131	102 81	120 00	350	3,395	6,137	23	1,608 10	.....	1,198	108 20
132	20 53	52 00	185	3,901	7,693	16	2,598 05	7 74	2,279	74 69
133	437 53	1,879 42	1,646	19,943	49,955	77	53,264 25	.....	18,220	260 00
134	112 30	207 00	808	4,833	12,631	64	3,103 19	.....	2,495	256 30
135	324 85	935 75	1,710	8,786	35,590	58	28,609 67	4,091 20	10,061	260 00
136	10 00	50 00	169	5,021	2,910	.....	4,821 57	.....	400	57 21
28,308 65 98,107 07 164,196 955,727 3,199,202 5,628 2,573,516 48 250,718 28 1,174,051 18,150 89										

## "THE LIBRARY IS A TEMPLE"

"Thus, then, our library is a temple as truly as the dome-crowned cathedral hallowed by the breath of prayer and praise, where the dead repose and the living worship. May it, with all its treasures, be consecrated like that to the glory of God, through the contributions it shall make to the advancement of sound knowledge, to the relief of human suffering, to the promotion of harmonious relations between the members of the two noble professions which deal with the diseases of the soul and with those of the body, and to the common cause in which all good men are working—the furtherance of the well-being of their fellow creatures."—*Dr. Oliver Wendel Holmes.*

## BOOKS IN PUBLIC LIBRARIES OF GREAT BRITAIN

In 1890 the total stock of books in the Public Libraries of Great Britain was 3,035,856, and the total issue 16,665,937. In 1912 the stocks totalled 10,995,115, and the total issue of books 54,690,222—an increase of 7,958,259 and 38,034,285 respectively.—*Library World*, London.

**TABLE B—Receipts, Expenditure, Cost of Maintenance, Assets and Liabilities,  
for the year ending 31st December, 1911, showing**

Number	PUBLIC LIBRARY ASSOCIATIONS	Receipts					Expenditure	Balance on hand
		Legislative grants paid in 1911	Municipal and County grants	Members' fees	Balances and other sources	Total receipts		
		\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1	Abingdon.....				3 00	3 00		3 00
2	Admaston.....	26 64	10 00	6 50	8 62	51 76	50 42	1 34
3	Alma.....	25 39	15 00	18 05	40 62	99 06	71 60	27 46
4	Almonte.....	64 86	50 00	100 00	62 69	277 55	211 04	66 51
5	Angus.....	20 00	35 00	8 40	51 70	115 10	25 60	89 50
6	Arkona.....	28 48	35 00		71 60	135 08	99 25	35 83
7	Atwood.....	25 00	20 00	17 70	65 10	127 80	88 85	38 95
8	Auburn.....	36 75	40 00	25 10	29 39	131 24	105 45	25 79
9	Badjeros.....	29 86		14 50	1 71	46 07	35 07	11 00
10	Barrie.....	75 73	285 00	201 30	150 69	712 72	701 97	10 75
11	Bath.....	43 22		32 25	88 39	163 86	118 13	45 73
12	Bayham.....			4 00	28 66	32 66	19 40	13 26
13	Baysville.....	21 52	12 00	13 00	2 45	48 97	35 99	12 98
14	Beachville.....	48 04	50 00	30 75	24 53	153 32	141 13	12 19
15	Beamsville.....	50 68	50 00	85 00	181 03	366 71	228 86	137 85
16	Beaverton.....	59 26	50 00	27 45	87 90	224 61	176 16	48 45
17	Belfountain.....	20 00	15 00		16 00	51 00	33 90	17 10
18	Belmont.....		25 00	8 50	29 00	62 50	38 70	23 80
19	Belwood.....	43 20	35 00	26 05	2 14	106 39	103 50	2 89
20	Blenheim.....	118 89	190 00	149 60	25 98	484 47	457 81	26 66
21	Blyth.....	18 70	45 00	18 25	139 56	221 51	96 60	124 91
22	Bobcaygeon.....	85 95	85 00	79 80	52 99	303 74	248 48	55 26
23	Bolton.....	73 81	100 00	65 75	91 57	331 13	325 15	5 98
24	Bothwell.....	30 42		33 92	143 44	207 78	186 52	21 26
25	Bowmanville.....	85 39	125 00	139 00	293 86	643 25	586 00	57 25
26	Bracondale.....	53 22		34 15	4 63	92 00	35 90	56 10
27	Bradford.....		70 00	21 95	18 78	110 73	76 36	34 37
28	Bridgeburg.....	59 81	100 00	43 63	11 89	215 33	147 07	68 26
29	Brigden.....		35 00	18 00	36 05	89 05	80 62	8 43
30	Brooklin.....	36 97	30 00	27 25	99 62	193 84	176 12	17 72
31	Brownsville.....	30 47	50 00	47 20	131 05	258 72	184 43	74 29
32	Brucefield.....	67 16	45 00	41 65	124 12	277 93	134 11	143 82
33	Burford.....	25 00		63 55	92 03	180 58	168 59	11 99
34	Burgessville.....	80 43	50 00	26 90	56 81	214 14	200 53	13 61
35	Burlington.....	128 91	150 00	90 00	261 67	630 58	535 33	95 25
36	Cambray.....	34 02	50 00	25 50	52 94	162 46	149 91	12 55
37	Camlachie.....	90 74	30 00	28 00	54 64	203 38	203 38	
38	Campbellford.....	86 57	400 00	65 35	541 32	1,093 24	947 53	145 71
39	Canfield.....	34 43		10 50	25 99	70 92	61 51	9 41
40	Cannington.....	35 85	60 00	40 40	25 70	161 95	110 70	51 25
41	Cargill.....	83 96	40 00	28 50	57 22	209 68	62 50	147 18
42	Carp.....	25 75	15 00	22 50	23 08	86 33	51 05	35 28
43	Cayuga.....		50 00	20 30	32 48	102 78	74 70	28 08
44	Chatsworth.....	52 69		42 25	79 43	174 37	122 54	51 83
45	Cheapside.....	30 64		17 00	42 08	89 72	63 72	26 00
46	Chesterville.....	46 53	50 00		166 61	263 14	158 34	104 80
47	Clarksburg.....	60 66	25 00	16 50		102 16	86 42	15 74
48	Claremont.....	50 05	45 00	26 50	32 74	154 29	128 38	25 91
49	Claude.....	23 28		26 75	3 63	53 66	10 55	43 11
50	Cobourg.....	165 57	100 00	243 50	303 80	812 87	721 92	90 95
51	Colborne.....	20 65		24 00	24 25	68 90	67 90	1 00
52	Coldstream.....	48 20	35 00	19 55	28 34	131 09	13 80	117 29
53	Cookstown.....	25 00	10 00	15 04	79 80	129 84	118 25	11 59
54	Copleston.....	7 95	10 00	3 50		21 45	14 00	7 45

Books and Circulation, Membership, etc., of PUBLIC LIBRARY ASSOCIATIONS  
Legislative Grants paid in 1911 and in 1912

Number	Maintenance		Number of members	Number of volumes in library	Number of volumes issued	Number of news-papers and magazines	Assets	Liabilities	Population	Legislative grants paid in 1912
	Rent, light and heating	Salaries								
	\$ c.	\$ c.					\$ c.	\$ c.		\$ c.
1				213			190 19	2 00	**	
2		12 00	62	1,368	819		781 34		*2,500	24 94
3	16 90	20 00	150	1,574	1,527		926 71		350	17 63
4		54 50	100	3,889	3,924	22	4,265 15		2,576	76 39
5		25 00	115	682	589		439 50		500	10 00
6	26 00	15 00	150	2,225	2,000	3	1,335 83		426	31 93
7	17 30	7 00	52	1,357	471		1,038 95		650	15 00
8	25 00	30 00	90	1,315	1,204	7	913 55		500	35 97
9	30 00		28	661	**		**		**	
10	78 03	240 00	266	6,293	11,335	41	5,505 75	350 00	6,417	75 97
11	50 00		57	890	5,500	13	675 66		390	44 22
12		17 75	8	739	24		388 26		100	
13		12 00	52	614	756		407 52		200	21 00
14	16 18	52 58	133	1,500	1,399		1,844 89		450	39 55
15	77 43	48 00	91	3,439	5,680		2,985 85		915	52 78
16	70 75	45 00	192	1,686	1,385	20	1,468 93		1,100	56 43
17	15 00	12 00	50	1,417	473		633 10		250	10 00
18		25 00	21	1,226	483		1,101 14	37 00	350	10 00
19		25 00	52	2,133	1,593		1,813 60		217	40 07
20	80 64	130 00	224	4,667	8,558	23	3,806 66		1,250	101 87
21		25 00	105	2,204	1,073		975 52		750	21 52
22	70 25	53 10	143	2,868	3,521	23	2,753 88		950	66 21
23	50 00	113 00	132	2,860	3,512	19	2,114 88		707	76 71
24		67 00	178	2,347	3,697		1,796 26		**	27 60
25	125 00	150 00	139	4,029	5,329	28	3,857 25		2,800	134 19
26		35 00								
27		21 00	98	2,482	1,827		2,019 12	43 90	946	21 27
28		50 00	120	1,648	2,640		1,568 26		1,794	42 67
29	24 00	40 00	50	1,079	1,068		635 33		**	13 10
30	2 32	25 00	141	2,808	2,607	12	1,522 72		1,760	70 16
31	13 95	45 00	136	656	2,333		601 99		250	70 58
32		30 00	114	1,529	2,423		1,305 50	85 00	200	54 29
33	50 00	50 00	104	2,065	2,599	24	1,434 24		700	41 45
34	16 50	25 00	50	455	2,202		284 66		200	29 57
35	74 94	150 00	180	3,755	4,227	12	9,295 25		2,000	103 69
36		40 00	94	1,612	1,751		1,212 68		**	53 66
37	9 11	25 00	104	484	1,330		314 05	5 43	*3,350	64 88
38	160 00	104 00	192	3,599	5,713	28	2,445 71	42 29	3,100	74 36
39	30 00		58	857	309	1	525 79		152	20 93
40	17 00	72 00	50	2,433	3,253	14	2,201 94	25 00	1,050	25 85
41	43 50	19 00	114	2,753	2,963		2,502 88		**	15 00
42		40 00	50	1,173	1,447		915 57		500	10 00
43	50 00		65	1,706	**		1,228 08		750	10 00
44		34 00	109	3,172	2,203	11	2,300 51	34 00	450	49 51
45	5 33		97	2,008	1,017		1,542 70		100	35 01
46		40 00	350	618	**		580 19	47 79	900	60 35
47		15 00	69	1,209	1,430		890 74	10 00	600	15 00
48		30 00	124	2,290	2,968		2,440 91		400	56 43
49			57	3,015	**		2,618 11		**	10 00
50	86 00	160 01	246	4,837	16,322	44	3,790 95	18 75	5,300	194 56
51	17 15	15 00	63	1,815	832	8	776 00		1,000	19 93
52		15 00	73	1,629	1,653	6	829 29		100	51 01
53	2 10	26 00	**	1,673	656		1,145 00	182 20	475	15 00
	15 00		40	1,150	525		**		125	10 00

\* Population of Township.

\*\* Not reported.



TABLE B—Receipts, Expenditure, Cost of Maintenance, Assets and Liabilities,  
for the year ending

Number	PUBLIC LIBRARY ASSOCIATIONS	Receipts					Expenditure	Balance on hand
		Legislative grants paid in 1911	Municipal grants	Members' fees	Balances and other sources	Total receipts		
		\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
55	Creemore .....	20 00	35 00	1 00	31 09	87 09	53 68	33 41
56	Dalhousie (McD. Cor') .....				5 00	5 00	1 04	3 96
57	Della .....			58 60	10 00	68 60	60 38	8 22
58	Depot Harbour .....	44 75		81 56	54 32	180 61	114 28	66 33
59	Don .....	36 12	21 00	7 00	11 61	75 73	73 91	1 82
60	Dorchester .....	25 13	25 00	33 85	109 74	193 72	95 40	98 32
61	Drumbo .....	67 97	50 00	53 80	13 64	185 41	175 33	10 08
62	Dryden .....	43 10		83 65	43 71	170 46	128 96	41 50
63	Duart .....	20 00	25 00	7 50		52 50	52 50	
64	Dundalk .....			75 00	175 52	250 52	250 52	
65	Dunnville .....	110 71	200 00	99 00	137 10	546 81	546 23	58
66	Dungannon .....	35 71	40 00	42 35	2 41	120 47	114 95	5 52
67	Dunvegan .....	32 64		11 75	10 40	54 79	52 53	2 26
68	Durham .....	41 17	100 00		85 62	226 79	218 70	8 09
69	Elmvale .....	36 48	10 00	44 55	10 57	101 60	95 12	6 48
70	Elmwood .....	35 79	25 00	16 30	10 06	87 15	76 11	11 04
71	Elphin .....				9 70	9 70	9 70	
72	Embro .....	84 34	105 00	39 25	158 88	387 47	387 47	
73	Emsdale .....			4 20		4 20		4 20
74	Ennotville .....	66 63	25 00	15 75	160 78	268 16	188 52	79 64
75	Ethel .....	10 00	30 00	7 50	44 63	92 13	34 35	57 78
76	Fenelon Falls .....	78 61	125 00	88 75	252 93	545 29	378 22	167 07
77	Fonthill .....	41 08	50 00	27 25	56 64	174 97	118 11	56 86
78	Forester's Falls .....	31 65	15 00	26 50	12 31	85 46	31 00	54 46
79	Fort Erie .....	68 08	100 00	37 00	221 33	426 41	352 78	73 63
80	Fullarton .....			20 00	114 90	134 90	134 90	
81	Frankford .....	47 65	50 00	57 00	211 34	365 99	275 41	90 58
82	Gananoque .....	98 16	200 00	126 00	49 43	473 59	337 40	136 19
83	Glanville .....		25 00	17 00	113 82	155 82	112 81	43 01
84	Glen Morris .....	43 12	60 00	20 60	43 20	166 92	93 98	72 94
85	Gore Bay .....	30 00	96 74	7 45	2 92	137 11	123 99	13 12
86	Gore's Landing .....	25 53	10 00	34 00	30 56	100 09	82 63	17 46
87	Gorrie .....	32 00	25 00	21 00	41 05	119 05	79 21	39 84
88	Grafton .....	28 05		13 00	19 91	60 96	52 41	8 55
89	Gravenhurst .....		100 00	3 35	3 68	107 03	103 80	3 23
90	Haileybury .....	94 35	150 00	3 10	256 42	503 87	385 95	117 92
91	Haliburton .....	44 60	37 00	25 50	28 44	135 54	109 13	26 41
92	Harrow .....	39 00	100 00	59 50	77 84	276 34	197 50	78 84
93	Hastings .....	38 59		38 50	46 13	123 22	71 74	51 48
94	Hawkesville .....	15 00		4 85	60 00	79 85	53 57	26 28
95	Highland Creek .....			28 50	35 20	63 70	28 61	35 09
96	Hillsdale .....	10 00	20 00	24 75	52 86	107 61	86 66	20 95
97	Hillview .....	91 86		8 37	36 61	136 84	122 54	14 30
98	Holstein .....	49 11		53 00	49 81	151 92	151 89	03
99	Honeywood .....	39 85	10 00	10 50	34 35	94 70	41 60	53 10
100	Huntsville .....	88 02	175 00	75 95	26 35	365 32	316 27	49 05
101	Inglewood .....		15 00	4 50		19 50	19 50	
102	Inwood .....	20 28	35 00	33 15	77 54	165 97	153 95	12 02
103	Iroquois .....							
104	Islington .....	58 82	25 00	38 35	1 55	123 72	123 19	53
105	Jarvis .....	29 80		18 00	144 90	192 70	168 30	24 40
106	Kars .....	15 00		6 00	36 11	57 11	35 25	21 86
107	Kemble .....	20 00		21 85	121 87	163 72	128 54	35 18
108	Kingston .....	177 26	700 00	689 10	48 08	1,614 44	1,559 27	55 17

Books and Circulation, Membership, etc., of PUBLIC LIBRARY ASSOCIATIONS  
31st December, 1911—Continued

Number	Maintenance		Number of members	Number of volumes in library	Number of volumes issued	Number of news-papers and magazines	Assets	Liabilities	Population	Legislative grants paid in 1912
	Rent, light and heating	Salaries								
	\$ c.	\$ c.					\$ c.	\$ c.		\$ c.
55	10 00	10 00	50	1,207	280		473 95		622	21 00
56			**	756	**		503 96	1 04	*1,320	
57			59	80	541		61 80		400	33 77
58	30		171	824	3,379		966 33		800	40 17
59		40 00	55	1,497	439		1,114 73		200	21 79
60		45 00	100	**	2,184		891 04		500	25 98
61		20 00	103	2,053	3,269		1,653 76		353	60 58
62		35 60	**	832	**		1,041 60		1,100	23 85
63	20 00	32 50	30	2,146	1,264		1,791 38	31 72	200	10 00
64		75 00	75	2,301	6,060		1,000 00	93 53	750	83 36
65	101 50	75 00	120	3,138	9,491	1	1,900 58		3,000	165 81
66		43 35	156	2,151	2,934		420 52		2,000	40 59
67		15 00	51	255	383		209 29		**	23 14
68	23 47	78 00	103	4,162	4,808	4	3,358 09		1,579	70 32
69		40 00	100	2,043	2,077		1,226 48		3,200	31 59
70	11 00	20 00	107	1,179	1,520		827 03		450	31 68
71		5 00	21	379	103		**		125	
72	51 21	78 75	54	3,686	1,993	11	4,962 74	14 14	500	97 27
73			47	963	226		495 20		95	
74	3 25	35 00	110	3,646	1,135		3,545 52		**	64 55
75	10 00	20 00	52	1,970	2,184		687 78		620	10 00
76	183 30	20 00	96	4,622	3,400	44	3,492 07		1,055	92 30
77	12 55	30 00	160	2,603	1,726	10	2,289 86		501	58 92
78		30 00	39	1,055	1,120		646 75		**	10 00
79	2 00	75 00	149	2,967	4,900		2,382 18		1,472	99 87
80	12 50	12 00	60	230	503	11	163 00		150	54 45
81	125 00	48 00	57	549	1,145	11	546 73		700	59 65
82	61 11	174 00	126	3,738	5,252	19	2,484 19	365 82	4,000	68 81
83		20 00	68	1,000	68		318 01		200	36 01
84	29 83	13 00	53	2,687	678	12	1,972 94		**	34 50
85	63 00	40 00	90	1,500	159		913 12		720	15 00
86	32 00		74	1,378	1,298		1,261 43		212	33 66
87		13 50	72	2,016	834		1,292 47		600	27 58
88		15 75	13	434	1,648		613 55	27 38	400	19 61
89		75 00	182	2,513	4,140		1,403 23	57 14	2,000	15 00
90		120 00	83	888	790	27	1,217 92		4,000	143 42
91	58	24 00	102	1,374	1,764		699 85		500	40 58
92	64 00	31 00	75	1,327	4,563	13	828 84		*2,750	61 64
93		10 00	84	1,077	3,203		801 93		950	26 77
94		20 00	65	877	437		483 93		200	21 03
95	4 00		89	1,607	87		1,414 74		**	17 19
96	68	15 00	36	1,368	825		645 95		400	27 32
97			52	327	405		277 72		240	60 69
98		40 00	53	1,793	2,637		1,276 71		350	66 94
99		39 60	120	609	1,050		303 10		150	10 00
100	25 65	75 00	121	3,763	7,281	21	2,539 05		2,362	74 51
101	19 50		10	1,833	138		**		400	
102		25 00	91	970	1,463		608 02		300	69 42
103				1,800			**		800	
104		15 00	118	2,369	2,566	4	1,526 85		1,400	54 56
105	25 00	25 00	53	3,320	1,347	3	1,574 40		800	19 10
106	8 00	27 00	30	1,619	383		1,019 86		200	10 00
107	14 85	25 00	95	1,127	802		635 18		65	15 00
108	317 33	491 95	501	4,402	33,213	87	8,015 86		20,000	209 36

\* Population of township.

\*\* Not reported.

TABLE B—Receipts, Expenditure, Cost of Maintenance, Assets and Liabilities, for the year ending

Number	PUBLIC LIBRARY ASSOCIATIONS	Receipts					Expenditure	Balance on hand
		Legislative grants paid in 1911	Municipal and County grants	Members' fees	Balances and other sources	Total receipts		
		\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
109	Kinmount .....	21 04	50 00	20 00	4 27	95 31	90 09	5 22
110	Kintore .....	89 56	60 00	23 25	43 08	215 89	203 63	12 26
111	Kirkfield .....	41 60	50 00	19 70	47 55	158 85	126 27	32 58
112	Komoka .....	36 08	35 00	40 00	8 22	119 30	117 20	2 10
113	Lake Charles .....	25 00	.....	8 00	106 91	139 91	29 90	110 01
114	Lefroy .....	17 01	10 00	22 00	12 85	61 86	38 66	23 20
115	Lickerson .....	57 83	330 00	34 15	24 31	446 29	377 04	69 25
116	Lyn .....	47 21	10 00	47 50	44 40	149 11	145 36	3 75
117	Lynden .....	10 00	60 00	6 75	1 68	78 43	46 02	32 41
118	Madoc .....	25 71	.....	67 75	167 98	261 44	147 26	114 18
119	Mallorytown .....	64 73	.....	95 00	88 02	247 75	221 40	26 35
120	Manilla .....	123 92	50 00	21 05	122 59	317 56	311 26	6 30
121	Manotick .....	10 00	.....	21 25	40 20	71 45	71 45	.....
122	Marksville .....	5 00	15 00	.....	6 40	26 40	15 00	11 40
123	Matilda, Brimston P.O. ....	5 00	.....	.....	16 00	21 00	21 00	.....
124	Meaford .....	105 62	400 00	181 45	196 34	883 41	676 07	207 34
125	Melbourne .....	20 00	45 00	35 00	74 16	174 16	132 43	41 73
126	Middleville .....	.....	.....	6 50	3 06	9 56	9 56	.....
127	Mildmay .....	53 83	50 00	11 15	1 20	116 18	49 52	66 66
128	Millgrove .....	8 62	.....	4 75	8 62	21 99	16 22	5 77
129	Milton .....	55 75	.....	69 05	116 96	241 76	160 07	81 69
130	Minden .....	31 13	25 00	18 75	4 70	79 58	43 55	36 03
131	Monkton .....	49 66	12 00	21 00	1 66	84 32	53 14	31 18
132	Mono Centre .....	5 00	.....	.....	15 56	20 56	19 96	60
133	Mono Mills .....	24 43	.....	10 00	18 07	52 50	48 58	3 92
134	Mono Road .....	27 06	.....	28 50	.....	55 56	54 19	1 37
135	Morrisburg .....	100 83	100 00	297 00	20 31	518 14	470 32	47 82
136	Morrison .....	18 73	15 00	28 80	25 77	88 30	60 91	27 39
137	Mount Albert .....	5 00	25 00	5 10	43 45	78 55	69 73	8 82
138	Mount Brydges .....	10 00	70 00	17 00	6 65	103 65	81 48	22 17
139	Nanticoke .....	20 00	.....	20 00	28 19	68 19	65 23	2 96
140	Napanee .....	247 17	350 00	227 25	282 61	1,071 03	897 36	209 67
141	Napanee Mills (Strathcona P.O.) .....	.....	.....	.....	813 77	813 77	11 25	802 52
142	Napier .....	5 00	.....	59 75	35	65 10	65 10	.....
143	Newburgh .....	60 02	40 00	31 38	6 96	138 36	138 36	.....
144	Newbury .....	29 03	25 00	15 00	23 15	102 18	92 16	10 02
145	New Dundee .....	10 75	.....	6 25	84 47	101 47	59 73	41 74
146	New Durham .....	10 00	.....	3 00	5 94	18 94	2 63	16 31
147	New Hamburg .....	39 61	90 00	28 40	24 01	182 02	146 53	35 49
148	Newington .....	20 00	.....	21 00	32 84	73 84	53 81	20 03
149	Niagara .....	130 81	100 00	137 70	17 31	385 82	337 41	48 41
150	Norland .....	10 00	50 00	7 50	83 83	151 33	23 00	128 33
151	North Gower .....	20 00	.....	14 75	69 21	103 96	85 44	18 52
152	Norwich .....	88 52	110 00	107 80	52 54	358 86	313 87	44 99
153	Norwood .....	43 60	50 00	25 75	13 97	133 32	118 82	14 50
154	Oakville .....	90 35	250 00	206 35	99 51	646 21	617 47	28 74
155	Oakwood .....	55 75	50 00	7 00	41 16	153 91	133 84	20 07
156	Odessa .....	36 27	.....	38 50	62 38	137 15	132 00	5 15
157	Omeme .....	68 46	100 00	50 50	23 92	242 88	242 88	.....
158	Orono .....	20 00	.....	33 40	45 02	98 42	61 71	36 71
159	Pakenham .....	111 77	.....	41 00	145 65	298 42	200 36	98 06
160	Pickering .....	65 21	40 00	30 05	140 78	276 04	85 30	190 74
161	Plattsville .....	69 17	50 00	47 40	202 22	368 79	271 38	97 41



Books and Circulation, Membership, etc., of PUBLIC LIBRARY ASSOCIATIONS  
31st December, 1911—Continued

Number	Maintenance		Number of members	Number of volumes in library	Number of volumes issued	Number of newspapers and magazines	Assets	Liabilities	Population	Legislative grants paid in 1912					
	Rent, light and heating	Salaries													
	\$	c.	\$	c.			\$	c.	\$	c.					
109			43	00	68	2,006	2,643		1,505	22	450	19	41		
110	5	00	30	00	65	1,143	1,507	3	724	26	*2,119	103	31		
111	5	25	25	00	100	2,260	1,267		640	58	350	30	26		
112	17	25	10	00	112	886	828	3	649	67	300	57	18		
113	2	25			16	2,236	502		1,666	62	**				
114			31	23	84	765	1,769		333	26	3,037	10	00		
115			273	32	262	3,444	3,369	10	1,719	25	1,000	43	36		
116	51	00	25	00	66	388	1,685	15	258	09	450	39	88		
117	20	00	20	00	55	1,390	345		778	30	300	10	00		
118	32	00	42	00	85	2,880	2,778		1,996	18	1,163	25	34		
119	35	00	44	30	107	1,886	2,055	2	1,499	32	300	67	32		
120	16	00	30	00	120	4,194	1,813	1	3,368	88	260	121	92		
121			30	00	65	1,865	977		1,263	48	81	16	400	17	04
122			15	00	56	871	1,024		896	86			403	5	00
123			15	00	50	506	**		**		**			5	00
124	192	00	200	00	249	3,790	8,514	29	3,207	34	3,000	108	70		
125	6	00	58	75	71	1,116	440		541	73	350	34	31		
126			4	00	10	730	56		259	00	3	06	160		
127			25	00	126	2,473	1,306		1,076	66	1,000	15	00		
128	1	22			35	663	657		365	00	200				
129			72	00	120	3,900	3,488	13	4,881	69	1,800	65	72		
130	24	00	12	00	75	1,534	2,015	3	1,104	16	300	10	00		
131	2	14	20	00	73	1,375	835		1,131	18	113	62	350	10	00
132					66	489	446		201	38	47	14	39		
133			4	00	50	686	286		463	92	100	25	90		
134	4	75	25	00	57	1,922	1,386		1,350	05	**		18	51	
135	86	77	66	00	253	2,931	6,507	27	1,847	82	1,680	71	97		
136			30	00	105	1,535	1,000	5	797	39	*2,640	16	75		
137			20	00	**	1,003	**		808	82	550	31	66		
138			30	00	51	936	745		882	17	400	36	59		
139			20	00	40	2,100	1,207		1,552	15	130	21	99		
140	146	16	234	00	227	6,575	12,947	60	5,705	14	3,000	232	62		
141	1	25	10	00	60	1,125	400		1,822	52	220				
142					80	110	843		65	00	*1,200	30	45		
143	62	37	10	00	53	2,153	947	15	1,366	65	53	00	540	54	25
144			20	00	92	931	816		311	00	400	32	71		
145	12	40	18	00	100	913	658	3	585	36	250	10	00		
146					25	1,043	96		569	99	150	10	00		
147	27	00	20	00	85	3,712	3,245		2,691	13	1,700	42	53		
148	13	66	18	00	52	867	1,156	9	1,942	53	300	17	35		
149	13	92	75	00	136	7,469	8,772	27	7,385	91	1,700	137	55		
150			20	00	77	661	1,409		533	33	30	00	**	10	00
151			50	00	57	2,081	1,245		805	09	400	22	11		
152	69	03	60	00	130	2,658	5,397	17	1,444	99	5	05	1,300	92	45
153	2	30	54	50	52	2,483	461	12	1,253	42	850	36	86		
154	165	40	200	00	200	4,701	8,559	29	3,334	36	2,400	119	71		
155			63	12	84	1,917	2,686		1,253	60	65	00	250	36	37
156			60	00	76	1,313	3,480	12	2,335	15	700	46	98		
157	80	00	95	00	101	988	1,910	26	760	54	50	16	600	60	28
158			25	00	100	1,534	1,888		1,331	50	25	00	475	19	97
159			35	00	64	765	2,060		758	06	50	98	500	97	19
160					97	2,187	2,170	17	1,348	19	50	00	400	47	91
161	95	00			115	2,058	3,627	12	1,423	65	750	110	29		

\* Population of township.

\*\* Not reported.

TABLE B—Receipts, Expenditure, Cost of Maintenance, Assets and Liabilities, for the year ending

Number	PUBLIC LIBRARY ASSOCIATIONS	Receipts					Expenditure	Balance on hand
		Legislative grants paid in 1911	Municipal and County grants	Members' fees	Balances and other sources	Total receipts		
		\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
162	Point Edward .....	20 00	95 00	32 40	27 75	175 15	114 35	60 80
163	Port Credit .....	30 68	35 00	30 00	20 15	115 83	101 05	14 78
164	Port Dover .....	88 89	.....	72 85	164 18	325 92	279 12	46 80
165	Port Perry .....	83 60	125 00	98 00	32 64	339 24	332 94	6 30
166	Port Rowan .....	.....	50 00	4 50	48 12	102 62	77 25	25 37
167	Port Stanley .....	33 03	25 00	40 50	10 07	108 60	100 16	8 44
168	Princeton .....	38 40	50 00	27 00	51 17	166 57	131 02	35 55
169	Queensville .....	51 21	25 00	22 50	22 18	120 89	120 49	40
170	Rainy River .....	.....	.....	99 50	82 00	181 50	168 85	12 65
171	Richmond .....	25 00	.....	31 00	8 70	64 70	52 73	11 97
172	Ridgetown .....	87 57	115 00	80 75	2 05	285 37	241 59	43 78
173	Ripley .....	34 32	105 00	12 10	110 27	261 69	202 53	59 16
174	Riversdale .....	31 06	15 00	2 40	38	48 84	41 85	6 99
175	Rockwood .....	10 00	.....	48 00	61 07	119 07	112 62	6 45
176	Romney .....	49 91	50 00	30 40	21 72	152 03	134 65	17 38
177	Runnymede .....	43 25	25 00	.....	119 37	187 62	184 85	2 77
178	Russell .....	66 21	.....	95 25	56 90	218 36	205 15	13 21
179	Saltfleet(Stony Creek P.O.) .....	61 38	.....	38 00	28 52	127 90	123 33	4 57
180	Scarboro' .....	67 40	25 00	61 75	75 28	229 43	217 68	11 75
181	Scotland .....	50 15	10 00	45 61	194 01	299 77	262 89	36 88
182	Shedden .....	37 70	.....	71 25	9 30	118 25	103 97	14 28
183	Shetland .....	10 00	.....	12 50	63 70	86 20	62 44	23 76
184	Singhampton .....	.....	10 00	8 80	29 55	48 35	48 30	05
185	Smithville .....	40 54	30 00	64 75	10 24	145 53	137 10	8 43
186	Southampton .....	32 71	40 00	39 90	4 03	116 64	70 78	45 86
187	South Mountain .....	40 10	.....	17 00	70	57 80	36 35	21 45
188	South River .....	10 00	44 50	.....	.....	54 50	54 50	.....
189	Sparta .....	10 00	.....	11 75	47 05	68 80	45 06	23 74
190	Speedside .....	60 48	20 00	15 70	5 03	101 21	99 45	1 76
191	Springfield .....	10 00	25 00	.....	34 75	69 75	54 32	15 43
192	Stevensville .....	.....	.....	25 00	164 30	189 30	111 20	78 10
193	Strathroy .....	127 37	125 00	174 75	194 19	621 31	621 31	.....
194	St. George .....	67 68	60 00	59 50	259 37	446 55	301 15	145 40
195	St. Helen's .....	48 09	35 00	15 80	13 31	112 20	89 34	22 86
196	Sunderland .....	48 90	55 00	13 00	21 61	138 51	138 51	.....
197	Sutton, West .....	52 24	100 00	5 75	56 83	214 82	172 72	42 10
198	Sydenham .....	50 65	25 00	34 77	79 04	189 46	168 43	21 03
199	Tavistock .....	132 08	90 00	90 00	136 12	448 20	379 92	68 28
200	Teeswater .....	80 26	70 00	74 50	151 69	376 45	303 10	73 35
201	Thamesford .....	30 00	70 00	30 00	27 41	157 41	100 18	57 23
202	Thamesville .....	89 46	50 00	79 50	913 15	1,132 11	363 93	768 18
203	Thedford .....	47 66	10 00	53 00	15 22	125 88	108 34	17 54
204	Thornbury .....	26 93	25 00	10 75	21 34	84 02	84 02	.....
205	Tilbury .....	49 79	75 00	45 50	147 14	317 43	223 92	93 51
206	Tottenham .....	.....	101 76	.....	44 40	146 16	146 16	.....
207	Trout Creek .....	25 00	.....	3 50	.....	28 50	28 50	.....
208	Tweed .....	82 65	50 00	75 05	71 83	279 53	248 96	30 57
209	Underwood .....	32 04	45 00	14 75	127 56	219 35	96 00	123 35
210	Unionville .....	48 46	10 00	41 98	42 69	143 13	79 92	63 21
211	Victoria (Caledonia) .....	49 59	35 00	12 50	30 84	127 93	112 68	15 25
212	Victoria Mines .....	59 37	50 00	38 00	154 72	302 09	128 20	173 89

Books and Circulation, Membership, etc., of PUBLIC LIBRARY ASSOCIATIONS  
31st December, 1911—Continued

Number	Maintenance		Number of members	Number of volumes in library	Number of volumes issued	Number of newspapers and magazines	Assets	Liabilities	Population	Legislative grants paid in 1912	
	Rent, light and heating	Salaries									
	\$	£					\$	£		\$	£
162	76 00	37 00	71	3,587	2,561	3	3,786 09	.....	950	15 00	
163	12 00	31 25	116	2,016	1,854	.....	1,418 73	.....	1,300	32 20	
164	100 00	.....	118	1,350	4,784	18	1,202 22	.....	1,200	85 56	
165	56 00	100 00	103	2,545	2,284	29	1,381 30	7 76	1,300	112 58	
166	35 25	20 00	124	2,021	1,624	.....	765 37	193 50	642	10 00	
167	.....	40 00	135	1,674	2,547	.....	958 44	.....	900	34 58	
168	24 00	52 00	62	2,198	1,884	.....	1,049 55	.....	350	24 74	
169	15 09	29 00	80	2,394	1,855	.....	1,593 84	.....	200	41 20	
170	.....	.....	93	315	**	.....	179 10	.....	1,800	65 97	
171	10 00	30 00	82	1,595	1,127	.....	1,238 62	.....	450	10 00	
172	28 30	75 00	111	4,568	3,412	22	5,313 78	.....	2,100	67 25	
173	.....	60 00	61	2,351	1,426	.....	1,509 16	.....	700	27 09	
174	1 40	8 75	50	1,232	119	.....	893 18	.....	500	20 15	
175	32 87	.....	60	2,020	1,697	2	469 92	.....	600	14 98	
176	50	36 10	102	3,109	1,116	.....	2,503 69	43 20	1,750	50 77	
177	3 50	.....	95	644	2,661	5	582 77	32 00	3,000	27 39	
178	15 97	60 00	125	2,046	2,286	26	3,113 21	185 00	500	83 22	
179	.....	15 00	152	1,845	4,497	.....	1,727 64	.....	*3,239	57 81	
180	1 00	12 50	150	5,134	2,365	.....	3,011 75	.....	*3,800	48 22	
181	3 00	.....	115	1,506	1,499	13	1,563 63	50 00	350	59 49	
182	.....	40 00	104	1,824	1,754	.....	979 28	.....	350	39 25	
183	3 00	12 00	50	230	301	.....	134 10	15 00	250	30 61	
184	.....	48 00	31	**	**	.....	214 05	.....	400	5 00	
185	58 60	.....	95	1,602	2,903	.....	1,008 43	.....	500	41 84	
186	35 60	.....	125	4,733	2,272	3	4,587 67	.....	1,704	26 56	
187	.....	25 00	17	852	4,608	2	674 67	.....	400	10 00	
188	20 00	20 00	95	**	1,856	.....	1,052 77	.....	648	10 00	
189	.....	25 00	64	2,569	2,143	.....	2,025 30	166 00	425	5 00	
190	4 80	16 00	90	1,065	896	.....	829 25	.....	300	46 25	
191	.....	25 00	54	1,434	1,235	.....	1,134 43	.....	477	22 83	
192	2 30	.....	50	164	182	.....	189 30	.....	325	38 69	
193	131 76	130 00	271	7,614	30,829	27	6,650 00	21 72	3,000	128 75	
194	92 75	75 00	110	5,335	3,260	13	6,069 12	.....	600	73 56	
195	12 64	20 00	107	1,912	1,070	.....	1,197 04	.....	75	33 22	
196	32 00	31 00	105	2,098	950	21	1,625 00	21 61	500	49 02	
197	.....	36 00	178	816	14,446	10	667 10	.....	657	64 27	
198	31 55	40 00	59	1,426	2,380	14	875 79	.....	1,000	41 65	
199	65 00	55 00	120	4,643	5,206	23	2,718 28	.....	1,050	147 62	
200	87 68	62 00	165	4,433	3,114	17	2,323 35	.....	854	85 50	
201	30 00	30 00	55	1,350	**	3	1,142 03	.....	550	21 19	
202	1 00	57 35	131	1,954	891	20	1,055 68	.....	885	105 85	
203	.....	25 00	107	2,628	3,734	.....	1,234 54	.....	600	50 49	
204	20 00	5 00	60	1,592	1,524	.....	590 00	43 54	800	16 60	
205	50 00	50 00	110	2,191	2,328	16	1,285 50	.....	1,540	78 85	
206	25 00	25 00	147	2,497	1,619	.....	1,351 25	91 76	525	40 39	
207	25 00	3 50	8	922	227	.....	**	.....	300	.....	
208	66 00	41 67	188	1,417	5,172	4	1,042 57	.....	1,368	74 26	
209	5 00	31 00	64	2,875	**	.....	1,440 35	.....	800	20 00	
210	.....	20 00	106	1,246	2,507	.....	973 21	.....	508	36 03	
211	2 25	20 00	100	3,057	1,545	.....	2,654 55	.....	**	55 69	
212	1 40	.....	50	1,072	2,001	7	1,075 89	.....	964	45 98	

\*Population of township.

\*\* Not reported.



TABLE B—Receipts, Expenditure, Cost of Maintenance, Assets and Liabilities,  
for the year ending

Number	PUBLIC LIBRARY ASSOCIATIONS	Receipts					Expenditure	Balance on hand
		Legislative grants paid in 1911.	Municipal and County grants	Members' fees	Balances and other sources	Total receipts		
		\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
213	Victoria Road.....		50 00	1 50		51 50	51 50	
214	Walkerton.....	107 14	305 00	86 25	3 54	501 93	471 90	30 03
215	Walton.....	29 42	25 00	13 35	40 21	107 98	16 00	91 98
216	Wardsville.....	46 19	55 00	30 30	108 35	239 84	139 37	100 47
217	Warkworth.....	21 42	35 00	38 49	100 09	195 00	113 61	81 39
218	Waterdown.....	74 20	50 00	35 10	241 43	400 73	241 58	159 15
219	Waterford.....	18 93	50 00	15 05	14 17	98 15	70 75	27 40
220	Welland.....	103 38	200 00	114 40	314 69	732 47	419 57	312 90
221	Wellesley.....	32 13		23 35	101 03	156 51	140 58	15 93
222	Westford.....	30 64	30 00		16 89	77 53	77 43	10
223	Weston.....	88 84	60 00	54 25	24 57	227 66	208 03	19 63
224	White Lake.....	5 00			50 18	55 18	24 06	31 12
225	Warton.....	125 47	230 00	63 12	38 43	457 02	347 96	109 06
226	Williamstown.....	59 57	35 00	15 00	27 80	137 37	78 26	59 11
227	Winchester.....	55 88		52 50	130 71	239 09	219 38	19 71
228	Woodville.....	58 87	75 00	44 95	29 58	208 40	196 66	11 74
	Totals.....	9,978 02	11,455 00	9,439 32	16,332 25	47,204 59	36,754 94	10,449 65



Fort William Public Library  
Interior View—Looking into Stack-room

Books and Circulation, Membership, etc., of PUBLIC LIBRARY ASSOCIATIONS  
31st December, 1911—Concluded

Number	Maintenance		Number of members	Number of volumes in library	Number of volumes issued	Number of news-papers and magazines	Assets	Liabilities	Population	Legislative grants paid ie 1912
	Rent, light and heating	Salaries								
	\$ c.	\$ c.					\$ c.	\$ c.		\$ c.
213	.....	2 00	15	78	.....		50 00	.....	750	20 00
214	200 00	100 00	131	4,088	4,552	20	2,498 99	.....	2,850	91 52
215	.....	15 00	100	1,186	2,586	.....	446 98	.....	250	10 00
216	10 49	.....	120	1,639	3,069	9	1,847 52	.....	260	50 47
217	32 75	25 00	75	1,333	843	1	921 39	.....	600	33 54
218	38 70	50 00	85	1,958	5,803	8	1,079 15	.....	800	56 70
219	.....	60 00	61	1,170	2,024	1	877 40	.....	1,200	10 00
220	.....	172 00	272	5,170	7,396	29	5,858 67	.....	5,128	99 07
221	17 21	22 92	118	2,209	2,590	.....	1,835 58	.....	700	54 28
222	30	.....	100	1,921	489	.....	1,529 63	.....	150	44 74
223	.....	68 00	149	3,409	4,202	27	2,534 63	.....	1,728	83 74
224	.....	5 00	43	739	4,991	.....	301 12	.....	350	19 43
225	104 61	100 00	269	2,451	4,585	19	3,472 06	.....	2,100	86 11
226	41 75	3 00	60	2,134	1,464	.....	1,891 18	24 00	400	15 00
227	.....	101 00	82	1,192	5,057	13	1,411 77	.....	1,130	66 56
228	60 00	64 55	98	2,315	1,674	16	1,269 70	.....	420	36 57
	5,576 63	9,154 75	21,673	446,556	587,898	1,436	347,415 50	2,896 25	223,317	10,051 55



Fort William Public Library  
Interior View showing Men's Reading Room

Summary of Facts Contained in Tables A and B

I. Public Libraries—Free

The following statistics are taken from the annual reports for the year ending 31st December, 1911. (For details see Table A.)

1. Classification of FREE Libraries Reporting

Free Libraries, with reading rooms .....	111
Free Libraries, without reading rooms .....	25
Total .....	136

2. FREE Libraries—Receipts and Balances on Hand

The total receipts of 136 Free Libraries .....	\$330,926 22
Balances on hand .....	47,226 63

3. FREE Libraries—Expenditure

The total expenditure of 136 Free Libraries .....	\$283,699 59
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4. FREE Libraries—Assets and Liabilities

Assets of 136 Free Libraries .....	\$2,573,516 48
Liabilities of 136 Free Libraries .....	250,718 28

5. Number of Readers in FREE Libraries

Free Libraries report having had 164,196 readers.

6. No. of Volumes in FREE Libraries and No. of Volumes Issued

Number of volumes in 136 Free Libraries .....	955,727
Number of volumes issued in 136 Free Libraries....	3,199,202

7. Reading Rooms in FREE Libraries

- 111 Free Libraries reported having reading rooms.
- 111 Free Libraries subscribed for 5,628 newspapers and periodicals.

II. Public Libraries—Association

The following statistics are taken from the annual reports for the year ending 31st December, 1911. (For details see Table B.)

1. Classification of ASSOCIATION Libraries Reporting

Libraries with reading rooms .....	62
Libraries without reading rooms .....	166
Total .....	228



2. ASSOCIATION Libraries—Receipts and Balances on Hand

The total receipts of 228 Libraries were .....\$47,204 59  
Balances on hand ..... 10,449 65

3. ASSOCIATION Libraries—Expenditure

The total expenditure of 228 ASSOCIATION Libraries  
was .....\$36,754 94

4. ASSOCIATION Libraries—Assets and Liabilities

Assets of 228 Libraries .....\$347,415 50  
Liabilities of 228 Libraries ..... 2,896 25

5. Number of Members of ASSOCIATION Libraries

228 Libraries have 21,673 members.

6. No. of Volumes in ASSOCIATION Libraries and No. of  
Volumes Issued

Number of Volumes in 228 Libraries ..... 446,556  
Number of Volumes issued in 228 Libraries ..... 587,898

7. Reading Rooms in ASSOCIATION Libraries

- 62 Libraries reported having reading rooms.
- 62 Libraries reported having periodicals for circulation.
- 62 Libraries subscribed for 1,436 newspapers and periodicals.



Fort William Public Library  
View from Interior showing Memorial Stained Glass Window with Portrait  
of Mr. Andrew Carnegie

TABLE C

Includes every Public Library, Free Libraries and Library Associations—in the several Counties in the Province on the 1st December, 1912, alphabetically arranged :—

## PUBLIC LIBRARIES, "FREE" AND "ASSOCIATION"

Counties and Districts	Cities, Towns and Villages	Counties and Districts	Cities, Towns and Villages
Algoma .....	Bruce Mines.	Elgin.....	St. Thomas.
" .....	Marksville.	" .....	Shedden.
" .....	Sault Ste. Marie.	" .....	Sparta.
Brant .....	Brantford.	" .....	Springfield.
" .....	Burford.	Essex .....	Amherstburg.
" .....	Glenmorris.	" .....	Comber.
" .....	New Durham.	" .....	Essex.
" .....	Paris.	" .....	Harrow.
" .....	Scotland.	" .....	Kingsville.
" .....	St. George.	" .....	Leamington.
Bruce .....	Cargill.	" .....	Walkerville.
" .....	Chesley.	" .....	Windsor.
" .....	Elmwood.	Frontenac .....	Garden Island.
" .....	Glammis.	" .....	Kingston.
" .....	Kincardine.	" .....	Sydenham.
" .....	Lucknow.	Glengarry .....	Dunvegan.
" .....	Mildmay.	" .....	Lancaster.
" .....	Paisley.	" .....	Maxville.
" .....	Pinkerton.	" .....	Williamstown.
" .....	Port Elgin.	Grenville .....	Cardinal.
" .....	Ripley.	" .....	Easton's Corners.
" .....	Riversdale.	" .....	Kemptville.
" .....	Southampton.	" .....	Merrickville.
" .....	Teeswater.	" .....	Prescott.
" .....	Tara.	Grey .....	Badjeros.
" .....	Underwood.	" .....	Chatsworth.
" .....	Walkerton.	" .....	Clarksburg.
" .....	Westford.	" .....	Durham.
" .....	Warton.	" .....	Dundalk.
Carleton.....	Carp.	" .....	Holstein.
" .....	Corkery.	" .....	Kemble.
" .....	Kars.	" .....	Hanover.
" .....	Manotick.	" .....	Lake Charles.
" .....	North Gower.	" .....	Markdale.
" .....	Ottawa.	" .....	Meaford.
" .....	Richmond.	" .....	Owen Sound.
Dufferin .....	Grand Valley.	" .....	Singhampton.
" .....	Honeywood.	" .....	Thornbury.
" .....	Mono Centre.	Haliburton .....	Haliburton.
" .....	Orangeville.	" .....	Minden.
" .....	Relessey.	Haldimand .....	Caledonia.
" .....	Shelburne.	" .....	Canfield.
Dundas .....	Chesterville.	" .....	Cayuga.
" .....	Iroquois.	" .....	Cheapside.
" .....	Matilda (Iroquois P.O.)	" .....	Dunnville.
" .....	Morrisburg.	" .....	Hagersville.
" .....	South Mountain.	" .....	Jarvis.
" .....	Winchester.	" .....	Nanticoke.
Durham .....	Bowmanville.	" .....	Victoria (Caledonia).
" .....	Millbrook.	Halton .....	Acton.
" .....	Orono.	" .....	Burlington.
" .....	Port Hope.	" .....	Georgetown.
Elgin .....	Aylmer.	" .....	Milton.
" .....	Bayham.	" .....	Oakville.
" .....	Dutton.	Hastings .....	Belleville.
" .....	Port Stanley.	" .....	Deseronto.

## PUBLIC LIBRARIES, "FREE" AND "ASSOCIATION"—TABLE C—Continued

Counties and Districts	Cities, Towns and Villages	Counties and Districts	Cities, Towns and Villages
Hastings.....	Frankford.	Leeds .....	Mallorytown.
" .....	Madoc.	" .....	Westport.
" .....	Stirling.	" .....	Camden East.
" .....	Trenton.	Lennox & Addington.	Odessa.
" .....	Tweed.	" .....	Bath.
Huron .....	Auburn.	" .....	Napanee.
" .....	Brucefield.	" .....	Napanee Mills (Strathcona P.O.)
" .....	Blyth.	" .....	Newburgh.
" .....	Brussels.	Lincoln.....	Abingdon.
" .....	Clinton.	" .....	Beamsville.
" .....	Dungannon.	" .....	Grantham (St. Catharines P.O.)
" .....	Ethel.	" .....	Merriton.
" .....	Exeter.	" .....	Grimsby.
" .....	Goderich.	" .....	Niagara.
" .....	Gorrie.	" .....	Smithville.
" .....	Hensall.	" .....	St. Catharines.
" .....	Seaforth.	Manitoulin .....	Cockburn Island.
" .....	St. Helen's.	" .....	Gore Bay.
" .....	Walton.	" .....	Little Current.
" .....	Wingham.	Middlesex .....	Ailsa Craig.
" .....	Wroxeter.	" .....	Belmont.
Kenora .....	Dryden.	" .....	Coldstream.
" .....	Kenora.	" .....	Dorchester.
Kent .....	Blenheim.	" .....	Glanworth (New).
" .....	Bothwell.	" .....	Glencoe.
" .....	Chatham.	" .....	Harrietsville (New).
" .....	Duart.	" .....	Komoka.
" .....	Tilbury.	" .....	London.
" .....	Ridgetown.	" .....	Melbourne.
" .....	Romney.	" .....	Mt. Brydges.
" .....	Thamesville.	" .....	Napier (New).
" .....	Wallaceburg.	" .....	Newbury.
Lambton .....	Arkona.	" .....	Parkhill.
" .....	Alvinston.	" .....	Strathroy.
" .....	Brigden.	" .....	Wardsville.
" .....	Bunyan.	Muskoka .....	Bracebridge.
" .....	Camlachie.	" .....	Baysville.
" .....	Copleston.	" .....	Gravenhurst.
" .....	Forest.	" .....	Huntsville.
" .....	Inwood.	" .....	Port Carling.
" .....	Oil Springs.	Nipissing .....	Haileybury.
" .....	Point Edward.	" .....	Hillview.
" .....	Sarnia.	" .....	New Liskeard.
" .....	Shetland.	" .....	North Bay.
" .....	Thedford.	Norfolk .....	Bloomsburg.
" .....	Watford.	" .....	Delhi.
" .....	Wyoming.	" .....	Port Dover.
Lanark .....	Almonte.	" .....	Port Rowan.
" .....	Carleton Place.	" .....	Simcoe.
" .....	Dalhousie (McDonald's Corners P.O.)	" .....	Waterford.
" .....	Elphin.	Northumberland .....	Brighton.
" .....	Lanark.	" .....	Campbellford.
" .....	Middleville.	" .....	Cobourg.
" .....	Pakenham.	" .....	Colborne.
" .....	Perth.	" .....	Gore's Landing.
" .....	Smith's Falls.	" .....	Grafton.
Leeds .....	Brockville.	" .....	Warkworth.
" .....	Delta.	Ontario .....	Beaverton.
" .....	Gananoque.	" .....	Brooklin.
" .....	Lyn.		



## PUBLIC LIBRARIES, "FREE" AND "ASSOCIATION"—TABLE C—Continued

Counties and Districts	Cities, Towns and Villages	Counties and Districts	Cities, Towns and Villages
Ontario.....	Cannington.	Renfrew.....	Pembroke.
".....	Claremont.	".....	Renfrew.
".....	Oshawa.	".....	White Lake.
".....	Pickering.	Russell.....	Russell.
".....	Port Perry.	Stormont.....	Cornwall.
".....	Sunderland.	".....	Newington.
".....	Uxbridge.	Simcoe.....	Alliston.
".....	Whitby.	".....	Angus.
Oxford.....	Beachville.	".....	Barrie.
".....	Brownsville.	".....	Beeton.
".....	Burgessville.	".....	Bradford.
".....	Drumbo.	".....	Coldwater.
".....	Embro.	".....	Collingwood.
".....	Harrington.	".....	Cookstown.
".....	Ingersoll.	".....	Creemore.
".....	Kintore.	".....	Elmvale.
".....	Plattsville.	".....	Hillsdale.
".....	Norwich.	".....	Lefroy.
".....	Otterville.	".....	Midland.
".....	Princeton.	".....	Orillia.
".....	Tavistock.	".....	Penetanguishene
".....	Tillsonburg.	".....	Stayner.
".....	Thamesford.	".....	Tottenham.
".....	Woodstock.	Sudbury.....	Copper Cliff.
Parry Sound.....	Burk's Falls.	".....	Sudbury (New).
".....	Depot Harbour.	".....	Victoria Mines.
".....	Parry Sound.	Thunder Bay.....	Fort William.
".....	South River.	".....	Port Arthur.
".....	Trout Creek.	Victoria.....	Bobcaygeon.
Peel.....	Alton.	".....	Cambray.
".....	Belfountain.	".....	Fenelon Falls.
".....	Bolton.	".....	Kinmount.
".....	Brampton.	".....	Kirkfield.
".....	Caledon.	".....	Little Britain.
".....	Claude.	".....	Lindsay.
".....	Inglewood.	".....	Manilla.
".....	Mono Road.	".....	Norland.
".....	Mono Mills.	".....	Oakwood.
".....	Port Credit.	".....	Omeme.
".....	Streetsville.	".....	Victoria Road.
Perth.....	Atwood.	Waterloo.....	Woodville.
".....	Fullarton.	".....	Ayr.
".....	Listowel.	".....	Berlin.
".....	Milverton.	".....	Elmira.
".....	Monkton.	".....	Galt.
".....	Mitchell.	".....	Hawkesville.
".....	Shakespeare.	".....	Hespeler.
".....	St. Mary's.	".....	Linwood. (New.)
".....	Stratford.	".....	New Dundee.
Peterborough.....	Hastings.	".....	New Hamburg.
".....	Lakefield.	".....	Preston.
".....	Norwood.	".....	Waterloo.
".....	Peterborough.	".....	Wellesley.
Prescott.....	Vankleek Hill.	Welland.....	Bridgeburg.
Prince Edward.....	Picton.	".....	Fonthill.
Rainy River.....	Fort Frances.	".....	Fort Erie.
".....	Rainy River (New).	".....	Niagara Falls.
Renfrew.....	Admaston.	".....	Port Colborne.
".....	Arnprior.	".....	Ridgeway.
".....	Forester's Falls.	".....	Stevensville.

PUBLIC LIBRARIES, "FREE" AND "ASSOCIATION"—TABLE C—Concluded

Counties and Districts	Cities, Towns and Villages	Counties and Districts	Cities, Towns and Villages
Welland .....	Thorold.	York .....	Islington.
" .....	Welland.	" .....	Maple.
Wellington .....	Alma.	" .....	Markham.
" .....	Arthur.	" .....	Mount Albert.
" .....	Belwood.	" .....	Newmarket.
" .....	Clifford.	" .....	North Toronto.
" .....	Drayton.	" .....	Queensville.
" .....	Elora.	" .....	Richmond Hill.
" .....	Erin.	" .....	Runnymede.
" .....	Ennotville.	" .....	Scarboro'.
" .....	Fergus.	" .....	Stouffville.
" .....	Guelph.	" .....	Sutton, W.
" .....	Harriston.	" .....	Toronto.
" .....	Morrison.	" .....	Unionville.
" .....	Mount Forest.	" .....	Weston.
" .....	Palmerston.	" .....	Woodbridge.
" .....	Rockwood.		
" .....	Speedside.		
Wentworth .....	Dundas.	<p>The above list may be classified as follows:—</p> <p>Free Libraries reporting ..... 136</p> <p>Association Libraries reporting ..... 228</p> <p>Free Libraries not reporting ..... 1</p> <p>Association Libraries not reporting ..... 24</p> <p>Public Libraries incorporated since 1st December, 1911..... 6</p> <p>Totals..... 395</p>	
" .....	Hamilton.		
" .....	Millgrove.		
" .....	Lynden.		
" .....	Saltfleet (Stony Creek		
" .....	Waterdown. [P.O.)		
York .....	Aurora.		
" .....	*Bracondale.		
" .....	Don.		
" .....	Highland Creek.		

Toronto Branch Libraries

There were in 1912 Ten Libraries under the control of the Toronto Public Library Board, the Reference Library on College and St. George Streets being the Central Library. The following are the Nine Branches: (1) Church Street, (2) Deer Park, (3) Dovercourt, (4) Municipal Reference (City Hall), (5) Queen and Lisgar, (6) Riverdale, (7) Western, (8) Wychwood, (9) Yorkville. With an approximate city population of 430,000 in 1912. This means one library for every 43,000 persons.

ANNUAL COUNTY GRANTS

At the Georgian Library Institute, held at Orillia August 2nd, 1912, the following resolution was adopted:

"Resolved, that the Legislature be asked to pass such legislation as will make it compulsory for a County Council to pay annually to each library in the county a sum equal to 50 per cent. of the Legislative grant and a further sum of at least 25 per cent. of the amount raised locally; no grant, however, being more than \$50 a year to any library."



**Fort William Public Library**  
Children's Department and Reading Room



## OUR LIBRARY SITUATION

Review of the work of the Libraries branch of the Department of Education,  
for the year 1911-1912

Address delivered by W. R. Nursey, the Inspector of Public Libraries, at the twelfth annual meeting of the Ontario Library Association, Reference Library, Toronto, April 8th, 1912:—

Mr. President and Members of the Ontario Library Association,—To-day, as my remarks will consist largely of figures not readily remembered or marshalled, I have reduced my address to type.

Let me preface this epitome of the annual acts of the Inspector of Public Libraries, his acts of commission—leaving you to suggest those things which he ought to have done, or to indicate those things, which from your standpoint you think he should not have done—by reminding you that I occupy the not altogether comfortable position of a “buffer;” a buffer between the Public Libraries Act, and the more or less clamorous and sometimes not easily satisfied outside library world. While I have no necessity for seeking shelter behind definitions it is well to remember that there are two kinds of “buffers.”

This self-baptism of epithet is in no sense imposed with the view of suggesting an escape from responsibility, but rather to remind you that in every loyal attempt to administer the provisions of a statute, the referee's path is not always strewn with roses. There are difficulties that must, and do arise over vexed interpretations of law. Upon this latter rests the entire fabric of the library system of Ontario in so far as legislative control is concerned.

But without differences of opinion, what would the library world be? It is profitable sometimes to agree to disagree, providing we are not too “pernickety,” allowing the other fellow to know something. But it is not the work of any *one* official, however, but rather of that branch of a sympathetic Department whose liberal consideration of your needs I now recite. While with an impartial mind I am always ready to listen, even to the plaint of the malcontent, I think you will admit that I also strive to listen to the call of duty. After all, an occasional treading upon each others' toes makes us sit up. We none of us hold an exclusive copyright on knowledge. The wisest of us—if any one is wiser than another—is only an amateur in the great game of library science—all of us have much to learn.

Let us shake hands.

It is encouraging to a soldier on parade to face a concourse. A battalion of critics is far more inspiring than an empty barrack-square. So to-day I am greatly encouraged, as we all must be, by the attendance at this meeting, for no matter how vitally interested every one present may be in the praiseworthy work that has again brought us together, the difficulties, and inconveniences, indeed in many instances the self-sacrifice, involved in being here, if we only knew the obstacles that have had to be met and overcome by many, emphasize the creation of a new and rapidly spreading interest in library work that has taken possession of the more intelligent classes in this province. Especially gratifying is the fact that so many ladies are with us. Women workers. Members of the rank and file, commissioned and non-commissioned, not mere book-worms, but book propagandists, young recruits, and wise veterans, whose presence indicates and accents the high character of the campaign in which we are engaged, each learning from the other, and to mutual advantage, what one or other never knew before. Better equipped upon their return to spread the gospel of our professions. Truly a goodly

fellowship are these lady exploiters of delectable literature. Of a certainty, no library executive is complete, unless it has one or more qualified women members on its Board of Trustees. In the State of Indiana the law insists that not less than three women must be members of a library. Happy Indiana!

My annual report for 1911—copies of which have been placed in your hands this morning—through a misunderstanding was cut down, many pages of important matter being deleted.

The story of the work of the Inspector's branch for the past year (1911) constitutes a more encouraging chronicle of library development than has, I believe, been possible for any previous Inspector to prepare. For this I claim no personal credit, for I am chiefly a recorder of facts consequent upon the persistent efforts pursued by my predecessors in office, the cumulative results of whose labours it has been my good fortune to amplify.

### Government Appropriations and Aid

In pursuance of his promises the Minister of Education—in addition to the ordinary annual grants paid to Public Libraries—either disbursed in 1911, or provided in the estimates of 1912, the following grants on account of Library extension.

1. An extra payment of \$1,000, which last year was divided among 63 of the most deserving and needy of the struggling rural libraries.

2. A sum of \$2,000 to meet increased expenditure on account of Library Institutes.

3. A sum of \$900 in 1911 and \$1,200 in 1912 for holding the first Library Schools ever held in Ontario.

4. A sum of \$900 for the defrayal in part of the expense of Librarians and others invited to attend the annual Conference of the members of the American Library Association to be held in Ottawa in June.

5. The Minister has also doubled for the second time the legislative grant annually paid to your own Association, and in addition to this latter cash grant, also

6. Prints the annual reports of your proceedings and Easter meetings as prepared by your Secretary, Mr. E. A. Hardy.

7. He defrays the necessary expenses of the Secretaries of the several district Library Institutes who meet by invitation of the Department in this building, Tuesday (to-morrow) afternoon.

8. The Annual Report of your special committee on Public Library Institutes, copies of which have been distributed in the hall to-day, is also printed at the expense of the Department of Education.

9. In still further addition to the various liberal payments as enumerated, the Department pays the entire cost of editing, printing, and circulating the Quarterly "Selected List of Books" prepared under the control of a special committee of your Association, an edition of 1,500 copies of each issue being mailed from the office of the Inspector.

10. The printing of the programmes for the 14 Library Institutes, together with the necessary postages on all the printed publications previously referred to when circulated through the Inspector's Office are also paid for by the Department of Education.

In view of these singularly liberal cash grants and other expenditures in behalf of public library advancement the carping of a few uninformed critics—the old parrot-cry that the aid extended by the legislature is far from being commen-



surate—has little justification. Is it not conceivable that at least some of this criticism is due to the fact that no steps have been taken by the objectors to ascertain the exact condition of things. False conclusions have been reached. Habitual business perusal of the Inspector's annual report and of the regular official publications of the Department and those of your own Association, would in most cases enable the uninformed to properly appraise the nature and actual value of the assistance extended by the Government.

I pause here to ask what corresponding assistance are some Municipal authorities, some library boards, some rural communities, and some interested individuals, themselves doing to supplement and sustain the work conducted by the Department of Education, and the splendid efforts of your own Association?

11. Again, in respect to Travelling Libraries, \$3,000 has once more been placed in the estimates for the purchase of books and equipment. Of this the sum of \$1,000 has again been set aside for the special purpose of buying technical publications for the exclusive use of the artisans and manual workers in the smaller centres of industries, free of cost.

12. The salary and expenses of an instructor, as you must surely now know, are also paid by the Department for teaching the librarians of the smaller libraries and installing the Dewey Decimal System of Classification and Cataloguing. In addition to this every library can also be refunded 50 per cent. upon what it may expend on necessary material for this purpose.

Thorough examination of the records of the Department has disclosed the fact that never before have Libraries and Library workers been so freely subsidized and assisted, the Minister of Education in almost every case brought before him having acted upon the suggestions submitted by your executive or upon the recommendations of the Inspector.

13. As to the annual grants to almost all those Public Libraries, Free and Association, qualifying under the provisions of the Public Libraries Act, they are yearly earning an increasing subsidy in spite of the regulation limiting the grant on fiction. The increase in book accessions by the Public Libraries as shown by the reports rendered in 1911, amounted to 110,727 volumes in excess of the books reported in 1910, and this after due allowance has been made for annual depreciation placed by some libraries at 10 per cent. These accessions are also exclusive of the books of four libraries burned out, and of the 30 libraries that will probably be closed in 1912, which latter contain some 40,000 volumes.

14. Arrangements have also been made by which it will be possible in the future to defray the out-of-pocket expenses of members of the Executive of the Institute districts, who, by prior arrangement with the Inspector, could visit certain struggling libraries within their own precincts. By definite pre-arranged co-operation with the Department through the Inspector, these willing coadjutors could contribute information that should be of service in summing up the exact position of any local library on the down grade.

15. The Minister has also under consideration a general recommendation of the Inspector for a wider interpretation of the word "fiction," so that greater latitude might make an increased grant on non-fiction possible.

I have discovered that many Library Boards in the country have long laboured under the misapprehension that Juvenile books, whether fiction or non-fiction, were treated—in respect of classification—on the 50 per cent. and 45 per cent. basis respectively, in precisely the same way as are both classes of books in the case of adults. On the contrary, though fiction and non-fiction in the case of



juveniles must be kept distinct in the invoices, and shown separately on the front page of the annual reports, juvenile books of fiction, when it comes to the apportionment of the annual grants are treated by the Department as *non-fiction*. Instead, therefore, of the 45 per cent. of 50 per cent., the regular allowance as in the case of adult fiction, *juvenile fiction is always treated as non-fiction* and as such is allowed the full 50 per cent. on the dollar—provided that this privilege is not abused by purchasing books of fiction exclusively. This means in the final summing up that in place of say 31 per cent. the apparent maximum proportion on *all* fiction, the proportion actually paid on account of fiction as a whole is nearer 40 per cent. of the total legislative Grant than the 31 per cent. hitherto improperly recognized as the maximum. This means an additional thousand dollars or more yearly distributed among the smaller libraries, a fact not hitherto realized. While this, of course, does not cause a ripple of concern in the case of the larger libraries which regularly earn the fixed maximum annual grant of \$260 in all, it is a concession that substantially affects the struggling library. Hence this “extra” should be taken into strict business consideration by the critics when referring to the smallness of the grant on “fiction.”

In explanation of the procedure followed by apportioning the legislative grant, I invite you to read the article on Annual Grants, pages 505-6-7, in my printed report for 1911. This was written especially for the information of library officials who have advised me of the difficulty they have experienced in understanding those sections of the Public Libraries Act of 1909 that govern the distribution of this appropriation.

#### **Educational Library**

16. I have yet to draw your attention to the classifying and cataloguing of the Educational Library of the Department started in consequence of my special report to the Minister in 1910, and to inform you that this most important work is nearing its conclusion. This admirable library for educational reference will become of permanent special benefit to the students of the Toronto Normal School, among whom there are many aspiring to become library workers. This, again, is another contribution to the great movement of library extension—a forward movement of much significance—the expense of which is also borne by the Provincial Government.

#### **Branch Libraries**

17. I should further state that the principles of assisting branch libraries—which I have always advocated—has through the representation of the Inspector and members of the Toronto Public Library Board received the closest consideration of the Minister, and equitable assistance will, there is little doubt, be extended during the year to subsidiary libraries located in the larger centres and which upon investigation are shown to be entitled to participate. Where an amendment to the Libraries Act is contemplated, would it not be well if the Legal Committee of your Association took the matter in hand instead of allowing the initiative to be taken without the concerted action of the members of this Committee of your Association?

#### **Work of Department**

18. I am sure you will also share with me a feeling of relief when I announce that provision has been made to secure expert assistance for the inspector. Competent assistance will permit more general library inspection, and give me the opportunity to work out some of the greater library problems which confront and concern all of us daily and deeply.

This Province of Ontario, as many of you are aware, contributes more in hard cash in the promotion of library work, having due regard to area and population than does any state of the United States to-day. While the maximum grant to any library in New York State is \$100, the maximum in Ontario is \$260. While New York State has but one public library for every 25,000 of its population, Ontario provides a library for every 7,000 of its people. England has but one rate supported library for every 200,000 of its population.

Before leaving this feature of my address, let me quote the printed words of your outgoing President, Mr. Lawrence Burpee, a gentleman whose long connection with library matters in Ontario and whose ripe experience entitles his opinions to great respect. In an address on Library Co-operation delivered at the Eastern Library Institute at Ottawa, in October last, Mr. Burpee referred to the work of the Department of Education in part as follows: "That true library movement, the awakening of the library spirit in this province, is a very recent development. Other communities have had to fight tooth and nail for the possession of every step that led up to broad, co-operative achievement; we, on the other hand, have been met much more than half-way. Indeed, it is almost a question if too much has not been done for us and too little for us to do."

After paying a tribute to the work of the Inspector and the sympathetic interest taken by the Minister and Deputy Minister of Education, Mr. Burpee continued: "We can probably count on the active support of the Minister and Deputy Minister in behalf of any reasonable request we may make, provided we justify their confidence by making a proper use of the advantages already secured. . . . Again, we have a carefully worked out provincial Library Act under which and the regulations of the Department the Inspector has been vested with wide powers, powers which place within reach of the Library workers of the Province splendid opportunities of growth and co-operation. . . . This recognition of the corporate library interests of the Province is itself not the least significant evidence of the Government's sympathetic attitude. . . . Every consideration . . . demands that you should avail yourselves to the fullest possible extent of these splendid opportunities."

### Public Libraries

Having outlined what the Department has actually done, bear with me a minute while I briefly give you the results of our last year's efforts and the library conditions in Ontario which face us to-day. In 1911 of 417 libraries actually on the register, only 355 reported. Of the 62 not reporting 4 were free and 58 Association. Subsequent to the completion and printing of the statistics for my annual report for 1911 eight new libraries were organized and two libraries that had been closed up were re-established. Practically 10 new libraries made their public debut in 1911. Created under the present more stringent regulations these should remain permanent institutions. The book accessions of the 355 libraries reporting in 1911 as against the 361 libraries reporting in 1910 actually show an increase of 110,727 volumes; and this increase notwithstanding there were six libraries less. The total increase in circulation, however, was only 68,894, or 3,306,392 in 1910 as against 3,375,286 in 1911. The total number of books in the 355 libraries reporting in 1911 was 1,344,631 as against a total of 1,336,603 in 361 libraries reporting in 1910. In other words though there were six fewer libraries in 1911 than in 1910 there was an increase of 8,028 in books accessioned and of 68,894 in volumes circulated. The love of books and of reading in this province is evidently on the increase.



Of the 355 libraries reporting in 1911, 60 per cent. or 213 were *urban*, that is situated in cities with a population of say 15,000, and in towns of from 2,000 up to 15,000 and in villages with from 750 up to 2,000; of these libraries 18 are in cities, 97 in towns, and 98 in villages. These latter groups contain 424,506; 433,905 and 271,306 volumes respectively. The total population of these places is 1,211,786 or 93 per cent. of the urban and rural library population combined. There was one urban library for every 5,689 of urban population and 933 books for every 1,000 persons—a fraction less than one book for every individual. The circulation of these 1,129,717 books was 3,160,908, each book circulating nearly three times or  $2\frac{1}{2}$  per capita. The total library population of the 142 *rural* libraries—that is the approximate population served, was 94,979 or 7 per cent. of the urban and rural population combined. These *rural* libraries contained 214,914 books or 16 per cent. of all books in all libraries. There was one library for every 6,677 of the rural (library) population, and for every thousand of this population there were 2,267 books or  $2\frac{1}{2}$  for every person, showing that in proportion to population, though the urban places are provided with a greater number of libraries, the strictly rural population had  $2\frac{1}{2}$  times as many books, but with a total circulation of 1-10 less; showing again that while the rural population has proportionately the greater love for books, the hours of leisure are fewer. In the case of villages having a maximum population of 2,000, as in the State of New York and in the Province of Ontario it is interesting to note that the number of books per capita in the village libraries in both districts is almost exactly the same, namely, about  $2\frac{3}{4}$ .

To-day among the smaller libraries in the Province we have 175 serving a population of less than 1,000; we have 52 with less than 1,000 books and 64 with less than 1,000 of a circulation.

It is among some of these smaller libraries that the greater mortality exists. A forecast made on Saturday last indicated that nearly 30 of the libraries on the register would automatically disappear from the list—many of them willingly. This will probably represent the final weeding out. The library that has refused to listen to entreaty and turned a deaf ear to reiterated appeal will now if it still declines to make an effort to comply with the statute be given no further extension of time. Travelling libraries will have to meet the reading demand. Up to to-day 43 libraries have not sent in their reports for 1911; most of them, however, will.

Much time and labour was devoted last year in ascertaining the exact condition of every library in the Province. The history of these for years past is now on file in my office, an invaluable record.

#### Books in Libraries Closed

Steps are now being taken to recover and assemble the 70,000 locked up and idle books in the 80 libraries closed for non-compliance with the Act between the years 1905 and 1910 inclusive. A list of these will be found on pages 511 and 512 of my 1911 report. There are many obvious ways of utilizing these mute appellants to our sympathy: (1) By out and out donations to struggling libraries of some. (2) By accession to our travelling libraries of others, and (3) By the establishment of district depots—County or Township—for their free distribution and circulation. Suggestions are invited. The library that is not kept open or has not reported for two years actually commits suicide. The Minister may take possession of all its books.



### Travelling Libraries

The travelling library system in Ontario rivals Jonah's gourd in respect to rapid development. In 1901 only eight libraries were circulated; last year 243 cut loose from their moorings and bore the flag of instruction and entertainment into every corner of the Province, a gain over the year previous of 74 libraries. To-day we have nearly 14,000 books on the wing. We have gained in one year five points in the Continental race. Last year we stood fourteen from the top; to-day we are only nine points from the height of our ambition, namely, to head the list of the 29 States in the United States that have adopted the system. To-day we lead 20 of them and are hot-foot after Wisconsin, over the destinies of whose travelling library system your honoured guest and speaker of to-morrow, Miss Stearns, so admirably presides. The State of New York employs 17 assistants to administer 90,000 travelling library books, or one man for every 3,000. We in Ontario have only one assistant for over 13,000 books; he also runs the crematory and binds and repairs the derelicts. The room where this work is carried on has been named by outsiders "The Beehive." The cow-catcher of the locomotive may be the advance guard of colonization, but it is the travelling library that is the civilizer that reconciles the pioneer to the isolation of the outposts.

### Summer School

Our Summer School of last year with its hopes and fears, reverses and victories, the work of which Miss Dunham has so aptly and graphically described to you to-day, but with the natural, personal reticence of an instructor in charge, was for a first event an unqualified success. It was suggested by some it would have been better under the control of the Faculty of Toronto University with a man librarian at the wheel—a Dean with all the insignia that attaches to such an office. This view, however, was not shared by the Minister, who, following the example of the State of New York placed the school under the Department. It was thought that if openly linked with any University such alliance would have tended to deter the class of workers whose interests we primarily had in mind and were especially desirous of encouraging, namely, the labourers in the smaller urban centres and rural places. To some of these the faintest whisper of the word "University" might have proved a disturbing element. It was realized that the Toronto and London libraries had library schools of their own; the Minister of Education had the welfare of the less fortunate library workers in mind, who had no such facilities within reach and were patiently waiting the opportunity to obtain a knowledge of library essentials of a nature that would be of practical service to them and applicable to the wants of their own smaller libraries, which represent 90 per cent. of the libraries of the Province. There were doubtless features susceptible of improvement, but under Miss Dunham's capable direction it proved a complete success.

### Library Institutes

Two new library Institutes were created in 1911. At Fort William and North Bay at both of which your Secretary and myself were present. The Province is now divided into 14 districts; the value and influence of these Institutes can hardly be over-estimated. At the opening of some of these, however, no member of your own Executive has been present, and the work of direction has fallen on myself. In two instances no minutes were taken of the proceedings. Unless all district secretaries are prepared to carry out their official responsibilities, they

should be replaced by others. Much inconvenience also has resulted through non-attendance of speakers after agreeing to be present. I intend recommending that Library Boards that have neglected for two years to send a delegate to a District Institute be penalized under section 26, sub-section 2, Public Libraries Act.

### **Fiction**

It is my intention to recommend to the Minister that a regulation be passed dividing works of fiction into two classes, "Standard" and "Ordinary"; the works of authors who may be listed in the first class to be recognized and treated as non-fiction when apportioning the annual grants. I shall welcome suggestions.

### **Selected List of Books**

The Quarterly Selected List of Books prepared under the supervision of a committee of your Association and edited by your Secretary, is growing rapidly in importance. The Superintendent of Education regularly uses 500 copies for distribution among High and Continuation schools. A surprising demand for copies has been established in the United States and from Great Britain and even from the Continent orders are dropping in with letters of appreciation.

### **Story of Tecumseh**

"The Story of Tecumseh," a companion book to "Brock," and the second volume of the "Canadian Heroes" series, written by your associate, Mr. Norman Gurd, has scored a distinct success. It has met with a most encouraging reception both by press and public, due to Mr. Gurd's ability to handle so difficult a subject and to his general popularity.

### **Mr. Lawrence Burpee**

You will, I am sure, share with me my sincere regret in the loss the Library world has sustained in the retirement of Mr. Lawrence Burpee from the librarianship of the Ottawa Library and his official withdrawal from active library work for duties, if of greater prominence, certainly of not greater importance. It is a cruel stroke of fate that deprives us of the services of a man of such high library attainments as Mr. Burpee.

In closing, let me emphasize my earnest desire to continue to co-operate with the members of your Association in their exemplary efforts to extend and elevate the scope of library endeavour, assuring you that my own work, however much it may fall short of the ideal is at least inspired by great sincerity of purpose.

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Group of some of the Staff and Students, Second Session, Summer Library School, 1912

From left to right, Top Row—Mrs. E. M. Wisler, Miss J. M. Williams, Miss Lawlor, Miss S. J. Lemon, Miss K. Holmden, Miss M. A. Ellis, Miss J. Geary, Miss M. P. Faulds, Miss M. L. Dingle, Inspector W. R. Nurse, Miss E. M. Underhill, Miss M. C. De la Fosse, Second Row—Miss A. Beatty, Miss E. Holmes, Miss H. Young, Miss B. M. Dunham, Miss P. Sperman, Mrs. J. S. Wink. Sitting—Miss M. I. Oliver, Miss H. Norwich, Miss R. Harkness, Miss B. E. Leggatt, Miss L. Dales.



### SUMMER SCHOOL FOR LIBRARIANS

The Minister of Education having recommended and obtained from the Legislature an appropriation for the purpose of holding another session of the Summer Library School, the first of which held in 1911 had proved so successful, the second session was held May 27th to June 22nd, 1912. The Prospectus follows:—

#### Summer Library School

at the Library Building, University of Toronto, Queen's Park

#### SECOND SESSION

Monday, May 27, to Saturday, June 22, 1912

The Minister of Education has authorized the holding of another Session of the Summer School for Librarians. The School this year will be held in the Library Building, Women's Reading Room, University of Toronto, Queen's Park, which, through the courtesy of the University authorities, has been placed at the disposal of the Department. The School will be opened the 27th of May, 1912. The Session will occupy four weeks.

The success of the first School held in June-July, 1911, proved of such practical benefit to those attending, and was so much appreciated, that the Minister decided that one more opportunity at least should be extended to those anxious to better equip themselves for library work, the applications of many of whom last year, owing largely to the fact that more candidates applied than satisfactory instruction and supervision could be provided for, could not be entertained.

While the School was intended primarily to raise the standard of librarianship by instruction in library essentials, and thus improve the status generally of the library workers in the province, its particular purpose was to extend educational facilities to librarians, assistant librarians, or volunteer librarians of the rural Association Libraries and Free Libraries in the smaller cities and towns, in which places, unlike such centres as Toronto, Ottawa, London, etc., no local classes for library workers have been established.

The course of study has been planned to include the fundamental principles of library work in all its branches, but on practical, rather than on theoretical, lines, hoping to meet the interests and needs of the average library, which class constitutes over eighty per cent. of all the libraries of the province, and the administration and requirements of which do not entirely correspond with those of the urban libraries in the larger centres. This course of instruction, though short, will, it is hoped, be of such a practical nature that students should carry home an insight into the requirements, both in principle and practice, of their own local library. Instruction will be based upon the assumption that the student has but limited experience or knowledge of library essentials. It is possible that in the future, to meet developing demands, a longer course embracing a wider sphere of tuition, will be instituted.

In brief, the School is intended to meet, first, the needs of those desirous of undertaking an elementary course—a fundamental knowledge of library economy and methods—the practice work for which purpose should be applicable to the conditions of the daily life of the average library, qualifying the progressive student for the charge of a small library; secondly, to offer a short course of training for others educationally more advanced and who desire to study the larger problems of library science, or to become more proficient in some special branch of work. This year no fixed rule in respect to educational qualification will be imposed. There will be no entrance examination, but candidates are supposed to have received an education equivalent to a High School course.

The course includes instruction in literature, library methods and administration—that is, the business routine and records of a well-conducted library—book-selection, cataloguing, classification—according to the Dewey Decimal System—accessioning, reference work, book-binding, children's work, charging systems, fines and accounts, the Public Libraries Act, rules and regulations, and the travelling library system. In addition, courses of lectures on related subjects and professional topics will be provided of an educational and inspiring nature.

There is no entrance or other fee required. All necessary books and supplies for use during the Session are provided by the Department of Education free of charge, and to those students resident in Ontario either engaged in library work or desirous of taking up the work as a profession and whose applications are accepted, transportation expenses to and from the place of residence to Toronto will be paid by the Department of Education.

Miss B. Mabel Dunham, B.A., Librarian, Berlin, Ontario, will be Instructor-in-Charge, under the direction of the Inspector of Public Libraries. Students whose applications have been accepted are expected to meet the Instructor-in-Charge at the Library Building, Toronto University, at 9 a.m. sharp, Monday, May 27th, for registration and receiving general instructions. As time is limited, those who have not already applied for admittance should immediately forward their applications addressed to the Inspector of Public Libraries, Department of Education, St. James Square, Toronto, from whom further particulars can be obtained. The order in which applications are received does not affect the applicant's chance of admission.

An examination will be held at the close of the Session, when certificates will be granted to those who have complied with the requirements.

WALTER R. NURSEY,  
*Inspector of Public Libraries.*

Toronto, May 1st, 1912.

The services of Miss Dunham, who had with much credit, conducted last year's school were again utilized as Instructor in charge. She was assisted by Miss P. Spereman the official cataloguer of the Department.

Classes in classification and practice work were conducted by Miss Hester Young, B.A., the experienced cataloguer of the Toronto University Library, while to Miss Bessie Staton, children's librarian of the Toronto Public Library, who had made such a success of the same branch last year was again allotted the Children's Work.

Professor Horning, of Victoria University, repeated in part his most instructive series of lectures on Literature.

The educational quality of the lectures provided left nothing to be desired.

Hon. Dr. Pyne, Minister of Education, addressed the students, extending a warm welcome, outlining the purpose he had in view in establishing the school, and urging the class to profit in every possible way by the opportunity for practical instruction presented, as being a "Summer School," the course necessarily could not exceed in duration a few short weeks.

*Instructors:—*

1. Miss B. Mabel Dunham, B.A., Librarian, Berlin Public Library, Instructor-in-Charge.—Cataloguing and Book Numbers, Library Economy, and Reference.
2. Miss Patricia Spereman, Classifier and Cataloguer of Department of Education—Assisting Miss Dunham.
3. Miss Hester Young, B.A., Chief Cataloguer, University of Toronto Library.—Classification and Practice Work.
4. Miss B. M. Staton, Children's Librarian, Toronto Public Library.—Children's Work.
5. Mr. R. J. Hamilton, University of Toronto Press.—Bookbinding and Repairing.

*Lecturers on Special Topics:—*

6. Hon. R. A. Pyne, M.D., LL.D., Minister of Education.—Address.
7. Prof. L. E. Horning, B.A., Ph.D., Professor of Teutonic Philology, Victoria University.—History of Literature.
8. Charles H. Gould, Librarian, University of McGill, Montreal.—Readers and Library Training.
9. Dr. E. A. Hardy, B.A., Secretary, Ontario Library Association.—Library History and Buildings.
10. W. O. Carson, Librarian, London Public Library.—Qualifications of the Professional Library Worker.
11. E. S. Caswell, Assistant Librarian, Toronto Public Library.—Book Purchasing.
12. Walter R. Nursey, Inspector of Public Libraries.—Library Law, Travelling Libraries, Etc.

## DEPARTMENT OF EDUCATION

## Summer Library School

First week, commencing May the 27th, 1912

Time	Monday, May 27	Tuesday, May 28	Wednesday, May 29	Thursday, May 30	Friday, May 31
a.m.					
9-10....	Opening.	Literature— Dr. Horning.	Literature— Dr. Horning.	Literature— Dr. Horning.	Literature— Dr. Horning.
10-11....	do	Cataloguing— Miss Dunham.	Classification— Miss Young.	Cataloguing— Miss Dunham.	Classification— Miss Young.
11-12....	Literature— Miss Young.	Practice— Miss Dunham.	Practice— Miss Young.	Practice— Miss Dunham.	Practice— Miss Young.
p.m.					
2-3 ....	Classification— Miss Young.	Reference— Miss Dunham.	Reference— Miss Dunham.	Reference— Miss Dunham.	Reference— Miss Dunham.
3-4 ....	Reference— Miss Dunham.	Practice— Miss Dunham.	Practice— Miss Dunham.	Practice— Miss Dunham.	Practice— Miss Dunham.
	.....	Practice— Miss Dunham.	Practice— Miss Dunham.	Practice— Miss Dunham.	Practice— Miss Dunham.

Saturday, June 1

a.m.					
9-10....	Literature— Dr. Horning.	11-12....	Practice— Miss Dunham.	3-4 ....	Practice— Miss Dunham.
		p.m.			
10-11....	Cataloguing— Miss Dunham.	2-3 ....	Reference— Miss Dunham.	4-5 ....	Practice— Miss Dunham.

## Second Week

Time	Tuesday, June 4	Wednesday, June 5	Thursday, June 6	Friday, June 7	Saturday, June 8
a.m.					
9-10 ....	Literature— Dr. Horning.	Literature— Dr. Horning.	Literature— Dr. Horning.	Literature— Dr. Horning.	Literature— Dr. Horning.
10-11 ....	Cataloguing— Miss Dunham.	Classification— Miss Young.	Cataloguing— Miss Dunham.	Classification— Miss Young.	Cataloguing— Miss Dunham.
11-12 ....	Practice — Miss Dunham.	Practice— Miss Young.	Practice— Miss Dunham.	Practice— Miss Young.	Practice— Miss Dunham.
p.m.					
2-3 ....	Reference— Miss Dunham.	Reference— Miss Dunham.	Reference— Miss Dunham.	Reference— Miss Dunham.	
3-4 ....	Practice— Miss Dunham.	Practice— Miss Dunham.	Practice— Miss Dunham.	Practice— Miss Dunham.	
4-5 ....	Practice— Miss Dunham.	Practice— Miss Dunham.	Practice— Miss Dunham.	Practice— Miss Dunham.	

June 3rd, Public Holiday.



Third Week

Time	Monday, June 10	Tuesday, June 11	Wednesday, June 12	Thursday, June 13	Friday, June 14
a.m.					
9-10 ....	Cataloguing— Miss Dunham.	Literature— Dr. Horning.	Literature— Dr. Horning.	Literature— Dr. Horning.	Cataloguing— Miss Dunham.
10-11 ....	Practice— Miss Dunham.	Classification— Miss Young.	Cataloguing— Miss Dunham.	Cataloguing— Miss Dunham.	Practice— Miss Dunham.
11-12 ....	Practice— Miss Dunham.	Practice— Miss Dunham.	Practice— Miss Dunham.	Practice— Miss Dunham.	Practice— Miss Dunham.
p.m.					
2-3 ....	Charging sys- tems— Miss Dunham.	Charging sys- tems— Miss Dunham.	General methods— Miss Dunham.	Fines and ac- counts— Miss Dunham.	Shelf listing— Miss Dunham.
3-4 ....	Children's work —Miss B. Staton.	Children's work —Miss B. Sta- ton.	Bookbinding— Mr. Hamilton.	Printing— Mr. Hamilton.	Practice— Miss Dunham.
4-5. ....	Travelling Lib- raries— Mr. Nursey.		Practice— Miss Dunham	Visit to Univ. Bookbinding Dept.	Practice— Miss Dunham.

Saturday, June 17

9-10....	Cataloguing— Miss Dunham.	10.11....	Practice— Miss Dunham	11-12....	Practice— Miss Dunham.
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Mr. R. J. Hamilton will take one half the class for half an hour on each day.

Fourth Week

Time	Monday, June 17	Tuesday, June 18	Wednesday, June 19	Thursday, June 20	Friday, June 21
a.m.					
9-10 ....	Accessioning— Miss Dunham.	Accessioning Practice— Miss Dunham.	Alphabetting— Miss Dunham.	Examination on Cataloguing— Miss Dunham.	Exam. on Refer- ence work— Miss Dunham.
10-11 ....	Book purchasing —Mr. Caswell.	Qualification of Lib. Worker.— Mr. Carson.	Practice— Miss Dunham.	do	do
11-12 ....	Public Libraries Act— Mr. Nursey.	Preparation of Books for cir- culation— Miss Dunham.	Readers and Library Training.— Mr. Gould.	Library Exten- sion— Mr. Caswell.	do
p.m.					
2-3 ....	Exam. in classi- fication— Miss Young.	Qualifications, etc.—Mr. Car- son.	Hon. Dr. Pyne, Minister of Education— Address.	General methods— Miss Dunham.	Exam. on gener- al methods— Miss Dunham.
3-4 ....	do	Prep. of books for circulation —Miss Dunham.	Study Outing at Centre Island.	Library Insti- tutes— Mr. Nursey.	do
4-5 ....	do	Library Pub- licity— Dr. E. A. Hardy.	.....	Library Build- ings— Dr. E. A. Hardy.	do

## Names of Students who registered (alphabetically arranged)

Name	Position	Library or Residence	No. of Books in Library represented	Classified and Catalogued by Dewey Decimal system
Beatty, Alma .....	Librarian.....	Pembroke .....	1,646	Yes.
Dales, Lily.....	Librarian.....	Stouffville .....	4,857	No.
de la Fosse, Margery C.....	.....	Peterborough .....	.....	.....
Dingle, Marietta L.....	.....	Toronto .....	.....	.....
Ellis, Mary A.....	.....	Peterborough .....	.....	.....
Faulds, Margaret P.....	.....	Toronto .....	.....	.....
Gale, Jennie.....	Librarian.....	Bowmanville.....	4,961	No.
Geary, Jessie.....	Asst. Librarian.....	Niagara Falls.....	7,208	Yes.
Harkness, Ruby.....	Librarian.....	Sarnia.....	7,993	Yes.
Holmden, Kate H.....	.....	Ottawa.....	.....	.....
Holmes, Eleanor .....	Librarian.....	Picton.....	4,929	Yes.
Laing, Pansy .....	.....	Toronto .....	.....	.....
Lawler, B.A., Lenora C.....	.....	Toronto .....	.....	.....
Leggatt, Beatrice E. H.....	Librarian.....	Amherstburg.....	5,289	No.
Lemon, B.A., Sarah J.....	.....	Toronto .....	.....	.....
Llywd, Adeline D.....	Trinity College.....	Toronto.....	.....	.....
Moriarty, Nora.....	.....	Toronto.....	.....	.....
Norwich, Hattie E.....	.....	Toronto .....	.....	.....
Oliver, B.A., Mary I.....	.....	Chatham .....	.....	.....
Selby, Lotta .....	.....	Toronto .....	.....	.....
Underhill, E. M.....	Asst. Librarian.....	Fort William.....	5,370	Yes.
Williams, Josephine McA.....	.....	Toronto .....	.....	.....
Wink, Jeanie S.....	Librarian.....	Port Arthur.....	4,242	Yes.
Wisler, E. M.....	Librarian.....	Hanover.....	1,612	No.
Total of Books			48,107	

From the above it will be seen that out of thirty applicants 24 students registered, ten of whom were from small libraries containing a joint total of 48,107 books, six of which had been classified and catalogued under the Dewey Decimal System.

Of the 24 students, eleven were for various reasons unable to remain for the entire course, and hence could not qualify for examination.

The following is a list of those who completed the course, and took the final examinations:

## List of Students who Completed the Course in the Order as Given

- |                                           |                                     |
|-------------------------------------------|-------------------------------------|
| 1. Lemon, Sarah Jane (Miss).              | 7. Wink, Jeanie S. (Mrs.).          |
| 2. De la Fosse, Margery Columbine (Miss). | 8. Harkness, Ruby (Miss).           |
| 3. Holmes, Eleanor (Miss).                | 9. Lawler, Lenora C. (Miss).        |
| 4. Underhill, E. Marie (Miss).            | 10. Ellis, Mary A. (Miss).          |
| 5. Beatty, Alma (Miss).                   | 11. Dingle, Marietta Louise (Miss). |
| 6. Holmden, Kate Heale (Miss).            | 12. Geary, Jessie (Miss).           |
|                                           | 13.*Llywd, Adeline Derwent (Miss).  |

\* Unavoidably absent six days.

The grant first voted by the Legislature having been generously increased, made it possible to advance the scale of remuneration to the Instructors and Lecturers, and place it more on a par with the quality of the services rendered.

The following is a sample letter—one of many received—which indicates the value of the School to the country librarian.

"I want to express my sincere thanks for the great privilege extended to me by the Minister of Education in attending the Library School. . . . To begin with, I found my level, and also realized how little I knew before of such a large and important subject. . . . I love my work in this library, but now find I have been conducting it on an entirely different plan from the practical system taught in the School."

As an indication of the practical value of the course of instruction provided by the School it may be mentioned that in several cases students have secured better positions elsewhere, and in more than one instance have had substantial increases in salary due exclusively to the fact that they had taken the full course and passed successful examinations.

The following letter addressed to the Minister of Education explains itself:—

### Summer Library School

HON. R. A. PYNE, M.D.  
Minister of Education.

University Library Building,  
Toronto, June 20th, 1912.

DEAR SIR,

We, the students of the Ontario Library School of 1912, desire to express our appreciation of the opportunity afforded us by the Department of Education to increase our efficiency in library work by means of this training school.

Through the untiring interest in our welfare of Mr. W. R. Nursey, Inspector of Public Libraries for this Province, to whom we feel deeply indebted, we have been capably instructed by efficient teachers, and pleasantly advised by successful librarians, as to methods in the different lines of library work; and the course of lectures by Dr. Horning on English Literature has been equally enjoyable and beneficial to us all.

For these privileges, and also for the kind forethought which provided us with beautiful surroundings during the hours of study, we offer you our grateful acknowledgement.

Signatures of the students here followed.

NOTE.—Those library workers who contemplate taking the course during the proposed Session of 1913 would do well to file their entrance application with the Inspector at an early date. The class will necessarily have to be limited in respect to numbers.

### CLASSIFYING AND CATALOGUING

Report of Miss P. Spereman, Departmental Cataloguer

To Mr. W. R. Nursey, Inspector of Public Libraries.

Acting under your instructions I have classified and catalogued, as you are aware, the following libraries either in part or completely during 1912, in some cases installing the Newark charging system and introducing the "Story Hour."

*Leamington*, Jan. 2nd to Jan. 16th,

There are about 3,250 vols. in this library. I classified and catalogued all the books under the Dewey Decimal system and gave instructions in card cataloguing; I also installed the modified Newark charging system, and established a children's department. No age limit exists, and free access is allowed to all the shelves. The Library Board was very generous in supplying assistance while the work was going on, and I was able to almost complete the work.

Mr. Robert Bennie, Secretary.

Mr. William McSween, Librarian.



*Essex*, Jan. 17th to Jan. 27th.

2,500 Books; classified and started the work of cataloguing and established the children's department. The selection of non-fiction books in this library is particularly good. Free access is allowed to all the shelves, and no age limit exists.

Mr. J. H. Short, Secretary.

Miss M. Whitmore Librarian.

*Windsor*, Jan. 29th to Feb. 28th.

About 19,500 books in this library. I gave instructions in classification and cataloguing, and classified and shelf-listed all the books in the Reference library. Free access is allowed to all the shelves, but an age limit varying from 14 to 16 exists for the children. In a library as large as this one is I think a children's room should be provided, and also more attention given to the children's department. The library was in a very bad condition as regards the classification and the card catalogue, so much so that my visit had to be extended two weeks in order to give the necessary instructions. A thoroughly competent head librarian and also harmony of the working staff would soon place this library where it rightly belongs—one of the first in the province. The books on the shelves, particularly non-fiction, are the best selected of those of any library I have visited.

*Kincardine*, Feb. 29th to March 23rd.

4,416 Books in this library; classified all the books, and started the work of cataloguing; established a children's department. I gave instructions in the "slip system" of charging, as they were not ready for the Newark system. No age limit exists, and free access to all the shelves.

Mr. J. McKay, Secretary.

Miss E. Moody, Librarian.

*Mount Brydges*, March 25th to April 4th.

There are about 1,040 books in this library; classified and catalogued them all and established a children's department; also gave instructions in a new charging system. The books in this library are kept in splendid condition. Free access is *not* allowed to the shelves. Library in store. No age limit for the children exists.

*Ingersoll*, April 15th to May 4th.

Classified all the books in the library, in which there are about 6,000 vols.; also gave instructions in the card cataloguing and Newark charging system. A splendid room is provided for the children. Magazines suitable for them are placed on the tables, and all the juvenile books are well selected. No age limit exists and free access is allowed to all the shelves.

Mr. W. Briden, Secretary.

Miss Janet McKellar, Librarian.

*Simcoe*, May 6th to May 25th.

About 8,600 vols. in this library. Classified all the books and gave instructions in cataloguing and the Newark charging system. A children's department was established, and no age limit exists. Free access is allowed to all the shelves.

Mr. J. D. Christie, Secretary.

Miss L. Boxall, Librarian.

From May 25th to June 25th I attended the second session of the Summer Library School, and assisted in giving instruction in classifying and cataloguing, book numbers, accessioning, and children's work.

From June 26th to July 3rd I attended the A. L. A. meeting at Ottawa, a report of which I have submitted to you.

*Renfrew*, July 3rd to July 23rd.

Classified all the books and started the work of cataloguing, installed the modified Newark charging system, and established a juvenile department; gave instructions for the re-labelling of the books. There are 2,573 vols. in the adult library and 212 in the juvenile department. The books in this library were in a very bad condition, as no attempt had been made at keeping them in repair; 456 vols. were withdrawn temporarily. They were either incomplete, needed rebinding, or worn out. The reference library is especially good for so small a library. Some 30 or 40 books had been taken up to the High School for the use of the students there; some of these books had been there several months and had to be sent for in order that they might be catalogued. Free access is allowed to all the shelves and no age limit exists for the children.

Mr. John Geale, Secretary.

Miss Margaret Stewart, Librarian.

*New Liskeard*, July 25th to Aug. 18th.

About 3,000 volumes in this library. I classified all the books and gave instructions for the card cataloguing; also established a children's department. Free access is allowed to all the shelves and no age limit exists. The books in this library are well selected, and the members of the library board are very energetic.

Mrs. E. M. Gold, Secretary and Librarian.

Mr. C. A. Byam, Chairman.

*Bracebridge*, Aug. 20th to Aug. 26th, and from Oct. 10th to Oct. 22nd.

In this library there are 4,323 vols. I classified all the books and started the work of the card catalogue—also installed the modified Newark charging system and established the children's department. The books in this library are kept in excellent repair. No age limit exists for the children, and free access is allowed to the shelves.

Mr. M. J. Dickie, Secretary.

Miss H. Dickie, Librarian.

*Orangeville*, Oct. 28th to Oct. 30th.

This library had been already classified and shelf-listed; I gave further instruction in the work of the card catalogue. There are about 4,500 vols on the shelves. All the books have been well selected and are kept in good condition. A children's department was established on a former visit to this library. Free access is allowed to all the shelves, and no age limit exists.

*Orillia*, Oct. 31st to Nov. 21st.

There are about 5,800 vols. in this library. I classified all the books, gave instruction in card cataloguing, installed the modified Newark charging system, and established a children's department. The Library Board were very generous in providing assistance for me in the work: seven young ladies were employed all

the time of my visit, and I was enabled to almost complete the work. Free access is allowed to all the shelves, and no age limit exists for the children.

Mr. J. B. Henderson, Secretary.

Miss B. Redpath, Librarian.

*Runnymede*, Nov. 28th to Dec. 7th.

In this library there are about 1,000 vols. I classified all the books and started the work of the card catalogue. Free access is allowed to all the shelves and no age limit exists. Particular attention is given by the Library Board to the children's department, and a "Story Hour" is given every month, at which there is always a large attendance. This "Story Hour," which was introduced by me in 1910, is now usually conducted by one of the members of the Library Board.

*Don*, Dec. 11th to Dec. 19th.

There are about 1,500 vols. in this library. I classified all the books and started the card catalogue; also established a children's department. Free access is not allowed to the books, but this is on account of the way the books are shelved, being in a general store and placed behind the counters. Special mention may be made of Miss Mary Duncan, whose very valuable assistance all the time of my visit greatly helped in the completion of the work. No age limit exists for the children.

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This year, 1912, Miss Spereman attended seven Library Institute Meetings, and read papers at each meeting, and gave by Inspector's directions introductory and black-board demonstration in classifying and cataloguing by the Dewey Decimal System. Following are the names and dates of the Institutes:

New Liskeard, July 25th and 26th.

Bracebridge, July 29th and 30th.

Orillia, Aug. 1st and 2nd.

Beamsville, October 8th and 9th.

Richmond Hill, Oct. 22nd and 23rd.

Stratford, Nov. 14th and 15th.

Kingston, Nov. 26th and 27th.

#### LIBRARY INSTITUTES

**Portion of an Address by the Inspector of Public Libraries at New York State Library Association Meeting at Niagara Falls. See page 651**

Our progress in respect to these Institutes has been most encouraging. The first Institute was held at Brantford in 1907. In 1908 three Institutes were held. In 1909-10 eleven were held, and in 1910-11 twelve. Last year the Northern and Western districts were, however, added, and by October 31st of this year we will have held fourteen Institutes during 1912. These meetings have now been extended, at added expense, to cover *two* days, it being the desire of the Minister to develop them in part into elementary schools of instruction.

The additional cost of these longer Sessions with new features amounts in the aggregate to a substantial sum and the Minister of Education is desirous of seeing the time allotted, as far as possible for the extension—particularly among the



representatives of the smaller libraries—of more thorough information as to the requirements of the Act, and for imparting specific knowledge and instruction in other important practical library essentials. Take for example, the very necessary subject of Cataloguing and Classifying, practical instruction on which has been given by the official cataloguer and others, through which many librarians who find it impossible to attend the annual Summer Library School at Toronto, and trustees and other library officials, can obtain a practical working insight into a system, knowledge of which would otherwise be unobtainable. Other instructional features of special value to all libraries will, from time to time, with the co-operation of the Ontario Library Association, and the Committees of the various Institutes be introduced.

The attendance at these, of library delegates, alone has increased 91 per cent. since the first Institute was held in 1907. The programmes and meetings are prepared and arranged jointly by the Secretary of the Ontario Library Association and the Inspector of Libraries, in order to prevent conflicting dates and undue expenses. The entire expense, including the printing of programmes, postage and all incidentals is borne by the Department. The expenses of one delegate from each library in the district are paid. Some of these in the Western district have had to travel over 1,000 miles in order to be present at their Institute. Surely this fact is a sermon in itself. I would add that the library that fails to send a delegate without giving a reasonable explanation can have \$5.00 deducted from its next annual grant. The expenses of speakers invited are also provided for. The place of meeting is changed from year to year. The movement is a great one and in some respects unique. The fear expressed, I think, by Miss Ahearn, Editor of Public Libraries, "whose views are rightly entitled to the greatest consideration" that there was a danger that the Institute might lead to a gradual falling off in interest in the yearly meeting of the State Associations, has not in our case been experienced. The attendance of library workers at the annual meetings of the Ontario Library Association have increased *pari passu* with the attendance at the Institutes. Hence, I am prone to regard the Institute as a recruiting ground where the more or less diffident rural delegate acquires the habit of "goin' to meetin'." I sometimes think I would sooner attend a library institute than sit by a camp fire in the Adirondacks.

The Minister of Education makes it a point that the Inspector of Public Libraries, whenever it is possible for him to do so, be present at these Institutes and give an address on some practical Library feature. The importance of and necessity for this official's attendance is obvious.

I have drawn attention to the *two* days' sessions, and the intention to make the yearly Institute among other things, an *elementary school of instruction in library methods*. Hence, it is especially to be desired, that the librarian whenever possible should be the representative,—the custodian and circulator of the books. In any case the representatives present should come with note book in hand prepared to give their Board a report of the meeting and to put into practice, later, in their own libraries, the ideas suggested and the information gained at these Institutes. Formerly the expense of these Institutes was borne by the Ontario Library Association. Now the Department has not only trebled the grant to that Association, but it pays all Institute expenses direct and indirect.

The Legislature has done a great deal to make it possible for every library to be represented at these most useful annual conventions.

Section 26, Sub-Section 1 of our Public Libraries Act provides (*c*) that the Minister may pay the travelling and other necessary expenses of *one* delegate from each Board in attending a meeting of the Institute.

As it is only by contrast that we can practically estimate the blessings we enjoy let us turn to your own great State of New York and see what is being done for the Library Institutes there.

As an indication of the estimate placed upon the system of library administration and methods of extension as followed in Ontario, I believe I am right in believing that the library authorities of the State of New York are now seriously considering how they can best introduce certain features of our Ontario system, regarding it in certain respects, and rightly so, applicable to their wants and as certainly more liberal than their own. Especially are they interested in and I understand astonished at the liberality of the Legislature of Ontario in the handsome provision it makes to meet the expenses of holding these Institutes, and the great work we have accomplished in this direction. New York State contributes in cash to its Library Association, if I rightly understand Mr. Asa Wynkoop, the State Inspector, the sum of \$100 only, towards the expenses of holding its 28 Institutes, a little over \$3 per meeting, as compared with our 14 Institutes in Ontario for the expense of holding which \$2,000 has been voted annually by the Ontario Legislature. In Ontario the Department of Education pays the entire cost of every Institute and the expenses of every delegate who attends. We are getting so accustomed to being liberally looked after that we sometimes forget the conditions under which we live and the blessings we enjoy. It is pertinent to ask if the Library Boards are doing their part to uphold the efforts of the Department.

It is also timely to ask ourselves what is the general value of these Institutes. I agree with Mr. Wynkoop's printed statement which to quote in part states that they are:

1. A first step in developing a common feeling and community of interests in library work.
2. They create a spirit of open-mindedness and readiness to consider and accept new ideas.
3. They impart specific instruction in Library methods, economy, and essentials.

To again quote Mr. Wynkoop: While the direct work of the library organizer or inspector on individual visits to a library is perhaps more specific and detailed than the work accomplished at an Institute, the ideas and directions of the trained worker when given on individual visits are sometimes regarded by the local library officers as over-professional and more or less forced. When the same ideas are presented to a group of library workers, such as are present, at an Institute, it is worth while considering by which method the individual obtains a more convincing knowledge of library requirements.

Both methods have their special value. We in Ontario are trying to combine the two, but in respect to the Institutes we are now featuring on the instructional.

There are still some 70 libraries in Ontario which have not yet been reached by these Institute meetings. These are in most cases the very libraries which need the help extended at these meetings most, and whose awakening—indeed their very existence depends in large measure on their being brought into touch with their fellow workers at the District Institute. Every effort in the way of invitation and appeal has been tried but in some instances without success.



You ask: Is it expedient that some added influence or pressure be brought to bear on these inert libraries? Should representation at the annual library Institute be made as much a part of the requirements for a proper library standard as the purchase of books and the annual submission of a library report, or are there other and better ways of solving the problem?

In Ontario, precedent to any request for further aid, or any aid, a community either anxious to establish a library, or to get additional aid to one already established, must be prepared with a fair explanation of its exact position. It must be prepared to say that it has exhausted every effort to arouse the interest of the municipality to properly contribute, and has used every means to awake the community to obtain a membership sufficient to justify it in organizing and maintaining a library. Failing this it is far better for that community to wait for better times and be served meanwhile by a travelling library.

The meetings of the various Institutes already held this year make an entirely new record showing not only the largest progress ever reported, but the largest gain in attendance ever made in a single year.

The summary of speakers and topics indicates that about 160 persons appeared last year on the various programmes. The quality of many of these papers was notable. Some have already found their way into print, and I hope that arrangements can also be made for others to appear. It is by the attendance of librarians and other delegates at these meetings from the rural districts and through the recital of their own individual experiences that a partial remedy will be found to meet their special circumstances."

#### TORONTO PUBLIC LIBRARY

A fair estimate of the popularity and usefulness of the Toronto Public Library and its branches, and the activity of its Board under the able administration of Mr. George H. Locke and its most efficient Secretary, Mr. E. S. Caswell, can be best understood by a perusal of the following summary of facts:

During 1912, 21,707 books were added to the library. Of those in the main reference library 100,585 have been used, and the circulation in all of the eight branches reached a total of 485,915. The greatest number of books was used at the College Street library, where 128,886 were consulted or circulated. Church Street, which came next, reports 114,105, Riverdale 65,677, Yorkville 58,952, Queen and Lisgar 50,759, Western 38,060, Deer Park 20,970, and Wychwood 8,525. The library showing the largest increase was Riverdale, where 7,244 more books were used than during 1911. The greatest decrease was recorded at Church Street, namely, 10,141.

The development of the work among children under Miss Lillian Smith has been most successful. Hundreds attend the regular "Story Hours" at the branches, and 21,845 books have been used in the Children's Reference Library on College Street. There has also been started the "National Historical Story Hour," conducted by Miss Miller. So far the subjects discussed have been confined to the work of the early French explorers.

The shelf-worn books withdrawn numbered 5,313. The cards typed and put in catalogues totaled 80,812. Wychwood branch was opened during 1912, and contracts were let for a new branch at Dovercourt, the cost of which is estimated at \$35,000. East Toronto, Deer Park, College Heights, and the Moss Park Ratepayers' Associations have all asked that branches be opened in their respective localities. In his Annual Report, the Chairman, Mr. John Turnbull, eulogized the work of the Chief Librarian, his assistants, and that of the seventy-three employees. The members of the former Board were all re-appointed.



## LIBRARY

Statement showing in detail and per cent. of increase in attendance of delegates at 1907, up to Nov. 26th, 1912, the date of the Belleville Institute held at Kingston.

Name of Institute	No. of Libraries in District	1907		1908		1909		1910		1911	
		Present	Absent	Present	Absent	Present	Absent	Present	Absent	Present	Absent
*1 Belleville.....	27	.....	.....	.....	.....	.....	.....	16	11	19	8
2 Brantford.....	35	9	26	12	23	16	19	16	19	28	7
3 Chatham.....	41	.....	.....	7	34	14	27	25	16	24	17
4 Eastern.....	46	.....	.....	.....	.....	.....	.....	26	20	31	15
*5 Georgian .....	22	.....	.....	.....	.....	.....	1st 10 2nd 10	12 12	15	7	
*6 Guelph .....	34	.....	.....	.....	.....	.....	.....	23	11	22	12
7 Lindsay .....	38	.....	.....	.....	.....	.....	.....	19	19	18	20
*8 London .....	22	.....	.....	.....	.....	.....	.....	13	9	14	8
9 Niagara .....	26	.....	.....	.....	.....	8	18	12	14	18	8
10 Northern .....	15	.....	.....	.....	.....	.....	.....	.....	.....	11	4
*11 Orangeville ....	34	.....	.....	.....	.....	.....	.....	20	14	18	16
*12 Stratford .....	45	.....	.....	.....	.....	.....	.....	29	16	26	19
13 Western .....	7	.....	.....	.....	.....	.....	.....	.....	.....	5	2
14 York .....	22	.....	.....	.....	.....	.....	.....	7	15	17	5
Totals.....	414	9	26	19	57	38	64	226	188	266	148

NOTE.—The total actual net increase in attendance of Delegates at all Institutes in 1912 times more than in 1907.

In the State of New York where 28 Institutes were held during the year a total gain of 400 libraries invited 290 were School libraries. In Ontario no School libraries as yet have been of the Public Libraries Act for the benefit of the Public Libraries only, the Libraries Act making

In the case of the Belleville, Georgian, Guelph, London, Orangeville and Stratford districts the calendar year. In future the Institute year will run concurrently with the calendar year.

If there appears to be any discrepancy in these figures, it is explained by the fact that Eastern three, in Guelph two, in Lindsay one, in London one, in Orangeville four, in Stratford practice will not be allowed in future unless special application has been made direct to the

INSTITUTES

each District Institute from the date of the first Institute held at Brantford July 11th, These figures refer to Delegates only and do not include other Workers present.

1912		Total delegates present since date of first Institute	Total delegates absent since date of first Institute	Totals of possible attendance	Years the first Institutes were held	Number of Years in existence	Percentage of net increase in attendance of delegates in 1912 over the attendance at Institute first held	Decrease in attendance of delegates at Institutes	
Present	Absent								
1	1st 17 2nd 16	10 11	68 40	108	1910	3	106	.....	
2	25	10	106	104	210	1907	6	178	.....
3	27	14	97	108	205	1908	5	286	.....
4	22	24	79	59	138	1910	3	.....	15
5	16	6	51	37	88	1910	3	.....	20
6	1st 19 2nd 19	15 15	83 53	136	1910	3	65	.....	
7	21	17	58	56	114	1910	3	10	.....
8	1st 17 2nd 17	5 5	61 27	88	1910	3	162	.....	
9	19	7	57	47	104	1909	4	137	.....
10	7	8	18	12	30	1911	2	.....	36
11	1st 15 2nd 20	19 14	73 63	136	1910	3	75	.....	
12	1st 25 2nd 30	20 15	110 70	180	1910	3	89	.....	
13	5	2	10	4	14	1911	2	114	.....
14	13	9	37	29	66	1910	3	86	.....
350	226	908	709	1,617	.....	.....	91 per cent.	71	

over 1907 (the first year of the holding of the first Library Institute) is about 91 per cent, or 21 per cent. in the representation of libraries over the attendance in 1902 is reported. Of the 775 specially invited to the Institutes, which so far have been held exclusively under the provisions no provision for the attendance of representatives from School Libraries. ] two Institutes were held during the twelve months. The fiscal year does not correspond with though in the Belleville district one library was closed between 1907 and 1912, in Chatham six, in two, and in York four. yet many of these closed libraries continued to send delegates. This Department.

### Library Institutes

In two instances, owing to the local Library Boards and the local Institute Executives having forgotten the established procedure for striking the programmes, a temporary impasse followed.

In London a copy of the programme prepared by the District Executive and local Library Board reached the Inspector's office after the original programme prepared by the Secretary of the O. L. A. had been printed. The local programme arranged that the most important evening meeting should consist of a vocal and instrumental concert, and two addresses, chiefly literary, to be held not at the library, but at the Normal School. There is, of course, no objection to a certain amount of music or other similar entertainment, but when reminded that the chief purpose of the Minister in extending the session to two days was to give the library delegates *practical instruction in library essentials*, and not make the principal session more or less of a social function, with the Inspector's address eliminated, which was not in accord with the objects of the Department—the Board withdrew its co-operation. The view taken by the Inspector was endorsed by the Secretary of the O. L. A.

In the case of the Guelph Institute at Fergus, a concert was also billed for the evening session at the town hall. For this an admission fee was to be charged. This, of course, could not be permitted. All Institute meetings are necessarily free. Notwithstanding these misunderstandings, the interest and attendance at both of these meetings were exceptionally good.

The programmes for all Institutes are prepared jointly by the District Institute Executive, and the Secretary of the O. L. A., and passed upon by the Inspector, as the expense of one delegate from every library, and the cost of printing, postage, etc., and all other expenses are paid by the Department. The cost of these two day sessions amounts to a substantial sum, and the Minister of Education desires that the time be devoted as far as possible to imparting more thorough information as to departmental requirements, a better knowledge of the Act, and for practical instruction in library essentials. Librarians who find it impossible to attend the annual Summer Library School at Toronto, trustees, and others, can also obtain at these two day sessions a working insight into the Dewey Decimal System of Cataloguing, knowledge of which would otherwise be unobtainable. Other instructional features of great value to all library workers are from time to time being introduced. The Minister makes it a point that the Inspector of Public Libraries whenever feasible be present and give an address on some important library feature at the session when the largest number of delegates and citizens is present. The necessity for the Inspector's presence is obvious. The months of October and November for holding Institutes are most inopportune. For several weeks prior to October the 31st—the end of the Government fiscal year—and for several weeks after, the Inspector is busy preparing his annual reports, and passing belated library accounts for the Auditor. A revision of the geographical boundaries of the London and Chatham districts is necessary to prevent overlapping and dual representation. Resolutions were passed at most of the meetings disapproving of the suggested grouping of Institute districts.

### Selected List of Books

This publication was first issued in 1901, an annual list. In 1908 it became a quarterly. In 1910 its compilation was placed in the hands of a committee, with Dr. E. A. Hardy, the Secretary of the Ontario Library Association, as editor. The present scheme for each year is as follows:

- First Number—Books of previous year.
- Second “ —Books of first half of current year.
- Third “ —Special publications.
- Fourth “ —Books of latter half of current year.

Copies are first distributed among the Public Libraries of the Province and the High and Continuation Schools, to members of the O. L. A., to other Canadian libraries, to publishers in Great Britain, the United States, and Canada, and other British and American library workers. An edition of from 1,500 to 2,000 is printed. These each contain from 500 titles upwards, with names of author, publisher, year of publication, and price. The list is partly classified, and informing annotations are now being given where the importance of the book calls for comment on its contents, as a partial guide, especially to the Book Selection Committee of the Public Libraries. It has been strongly commended by the library faculty in the United States and Britain, and is proving of value to our Library Boards. All the expenses connected with the editing, printing and circulation of these pamphlets are borne by the Department.



### Toronto Reference Library

THE TORONTO PUBLIC LIBRARY has received a notable gift in the shape of a valuable collection of pictures, illustrating the history of Canada. The donor is J. Ross Robertson, who for many years has been an enthusiastic promoter of the proper teaching of Canadian history in the public schools.

This collection, which the donor expects to increase by additional gifts, is unique, complete and historically correct, and will be of the greatest advantage to the students of history in Toronto. "These prints," says the librarian, George H. Locke, in an appreciative foreword to the catalogue of the 558 pictures, "tell a story, by the side of which the printed word is cold and dead, and to see the faces of the men who accomplished great things for our country, and to see the pictures of the houses in which they lived and worked, and of the villages and towns as they were in those times, gives us a thrill of 'ancestor worship' which a discovery in Debrett could never produce." The acceptance of the gift on behalf of the library was made the occasion also of the unveiling of a bronze memorial tablet commemorating the gift of \$350,000 from Mr. Carnegie and also the unveiling of the portrait of John Graves Simcoe by his successor in arms and office, Sir John M. Gibson, K.C.M.G., Lieutenant-Governor of the Province of Ontario, and of John Hallam, founder of the library. A brilliant and representative gathering assembled to take part in the function.

The members of the staff of the Toronto Public Library have organized a Library Club. It meets the third Tuesday of each month to discuss problems.

### Most Library Literature Too Serious

"In a recent review of the last volume of the American Library Association it seems that we, seen in our writings, are not very interesting to the general public. . . . We are, in other words, serious—and very serious. . . . Our official journals, *The Library Journal* and *Public Libraries*, partake of the character of the American Library Association Proceedings which, again, would seem to prove that our librarians, even in their frequent utterances, not only do not care to write entertainingly, but are content to read without entertainment."—*Henry W. Kent, in Library Journal, N.Y.*

### By Way of Contrast

"Mr. Nursey's Report upon Public Libraries, Literary and Scientific Institutions, etc., of the Province of Ontario for the year 1911 is a document of 110 pages, packed full of information, hints and results. It is certainly a bright and breezy production, and quite unlike the average official document."—*Library World, London, England.*

### Outside Tributes to Library Progress in Ontario

ONTARIO, PROVINCE OF. Report upon Public Libraries, Literary and Scientific Institutions, etc., of the Province of Ontario, 1910. By Walter R. Nursey, Inspector. 120 pp., illus. Ontario: Legislative Assembly. 1911.

"It is quite impossible even to summarize in the space at our disposal the Report of the Inspector of Public Libraries for 1911. In addition to giving exhaustive statistical and other information relative to the numerous library activities in Ontario, it contains many notes on special topics in librarianship. It is also well illustrated. Mr. Nursey is to be congratulated upon the production of a clear and valuable report."—*Library World, London, Eng.*

"My original intention was to endeavour to sketch the Development of the Library Movement in the various Canadian Provinces; but, Ontario excepted, I found too little data to work upon. The Annual Reports of Mr. Walter R. Nursey, the Government Inspector of Libraries, and the Annual Reports of the Ontario Library Association are so full of matter, that several papers might be written describing the progress which this Province has made in Library affairs, chiefly through the general provisions provided in Part 3 of the Ontario Libraries Act of 1909."—*J. W. Cummings-Purves, Public Library, Workington, Eng.*

British Columbia is following the example of Ontario, slowly but surely. An account of the Library Movement in this Province by Mr. E. O. S. Scholfield, the State Librarian, was published in the *Library Journal* last November. . . . A splendid summary of the Library Work in that Province to date, and foreshadows great development as soon as the State has passed a general Act, which is under consideration, for the establishment of Public Libraries.—*Library Journal, N.Y.*



**Theresa Elmendorf**  
President American Library Association

ELMENDORF, Theresa Hubbell, librarian, b. Pardeeville, Wis. November 1st, 1855, d. Hubbell and Helen (Roberts) West: grad. Miss Wheelock's Sem., Milwaukee, 1874, m. Henry Livingston Elmendorf, October 3rd, 1896 (died July 8th, 1906). Deputy librarian, 1880-92. Librarian, 1892-6. Milwaukee Public Library, vice-librarian, Buffalo Public Library since August 1st, 1906. Editor for selection of A.L.A. Catalogue. Contributor to Library Journal, Public Libraries. Chautauquan. Mem. A.L.A. (v.-p. 1895-6, 1908-9, mem. pub. lib. bd. 1906-10, exec. bd. 1909-11): pres. N.Y. Library Assn., 1903-4. Address 319 Norwood Ave., Buffalo, N.Y.

#### **Presentation to Mrs. Elmendorf**

A recordable feature of the Ottawa Conference was the presentation at the breakfast given by the Canadians on Dominion Day of a handsome gavel, the gift of a few representative Dominion library workers, to Mrs. Elmendorf, the President of the A.L.A.



ANNUAL MEETING OF THE AMERICAN LIBRARY ASSOCIATION  
OTTAWA, MAY 26th—JUNE 2nd, 1912

An invitation was extended to the American Library Association at its Annual Meeting at Pasadena, California, in 1911 by the Ontario Library Association, to hold its next Convention at Ottawa, Canada. The offer was accepted. After consultation with the Inspector, who had been authorized to state that the Minister of Education was disposed to extend financial aid towards making the attendance of a representative gathering of Ontario Library workers possible, a committee of the Ontario Library Association waited upon the Minister to enlist his co-operation. He gave the delegates a sympathetic hearing, but before agreeing to ask the Legislature for a grant towards carrying out the objects outlined insisted that none but those librarians, or other library workers *who were prepared to attend the Convention for the purpose of deriving profit for themselves and for their libraries from faithful attendance at the daily Sessions would be recognized.*

Satisfactory assurance having been submitted in respect to this, a grant of \$900.00 was promised, and the Minister authorized the Inspector co-operating with the Secretary of the Ontario Library Association, to complete arrangements for the free transportation to and from Ottawa, of representatives from a given number of Public Libraries in Ontario—preferably librarians—and of the Executive of the Ontario Library Association entailing other necessary expenses.

The librarians having been circularized by the Ontario Library Association, making of further arrangements was left to the Inspector as paymaster—a not easy task—he also serving on the Publicity Committee of the American Library Association. I take this opportunity to record the signal service rendered by Dr. E. A. Hardy, Secretary of the Ontario Library Association. Reference to the work of the other members of the O.L.A. appears elsewhere. The following notice with explanatory circular was sent by the Inspector to the Secretary of every library in the province.

“The American Library Association, organized in 1876, is one of the greatest library bodies in the world, and an active force in promoting library interests throughout this Continent. Ontario owes not a little to its work, which is representative of all that is best and foremost in library activity in the United States. The Ontario Library Association is the outcome of the meeting of the American Library Association, held in 1900, in Montreal.

Subjects of vital and universal interest to all library workers will be discussed by men and women prominent in the library field and in related branches of endeavour. Attendance at this conference will ensure the creation of a wider range of library vision, and the acquirement of a fund of every-day practical knowledge of the greatest value, if those who attend resolutely prepare to profit by the opportunity. Not only should every delegate return home inspired and doubly enthusiastic, but it should be the special object of every Ontario representative to see that the pleasant cords that already knit together the brotherhood and sisterhood of library workers of this Continent will be tied still closer through this conference by a broader bond of interest.

It is well to remember that, on this occasion, the Ontario delegates should be stirred by the one purpose only—a common purpose, that recognizes neither international barrier nor impalpable line of latitude, the great aspiration being to increase the spread of pure literature—the democracy of letters, through the co-operation of the “public library,” which, as an educational factor, is fast being recognized as of equal importance with university, college or school. The deliberations of the members of this conference—hand in hand, under the two flags of Canada and the United States, that specially stand for liberality of thought and educational progress—should surely result in the extension of library learning. May we not rest convinced that not only will this interchange of expert knowledge help to better qualify librarians and those other library enthusiasts for their rapidly compounding responsibilities, but that the publicity given to these proceedings will compel wider recognition of the library movement, which, as a matter of fact, makes for the practical enlightenment of every citizen.



Do not fail to attend the Ottawa Conference, not only to listen, but to contribute your own views and relate your experience, if you only speak half-a-dozen words. The motto of this Conference is "*co-operation*," and the keynote, "*the relation of the library to the individual*."

As a result of the Minister's aid 135 library delegates and workers visited Ottawa. The Session lasted from June 26th to July 2nd. Half-rate railway transportation and special hotel rates were secured. The doors of the new and magnificent Chateau Laurier hotel were opened for the first time under the ever-present-in-time-of-need Mr. Bergman. The local Committee at Ottawa under Mr. Burpee's direction planned most effectively for the entertainment of the visitors, as did also the City and City Council of Ottawa, following the hospitable example set when the Western delegates were received in Toronto by Dr. A. H. U. Colquhoun, Deputy Minister of Education, the Faculty of the University of Toronto represented by Prof. Needler and Prof. A. E. Lang, Victoria College, and Dr. George H. Locke, Chief Librarian.

It is impossible in this restricted Report to attempt even a digest of the proceedings of the Convention. There were six general Sessions, and some twenty Sectional Sessions. On the printed programme the names of the following Canadian speakers appeared: Hon. George H. Perley, Acting Prime Minister, Sir Wilfrid Laurier, the Hon. Martin Burrell, Minister of Agriculture, His Worship the Mayor of Ottawa, James W. Robertson, C.M.G., E. O. S. Scholefield, Legislative Librarian, British Columbia, Dr. Otto Klotz, Trustee of Carnegie Library, Ottawa, and Walter R. Nursey, Inspector of Public Libraries, Ontario. Many Ontario delegates took part in the open debates.

I voice the expressed opinion of those members of the American Library Association who had been present at previous annual meetings, that the Ottawa Convention was perhaps the best Convention "ever." In attendance not equal to one other, but in respect to interest, quality of addresses, general practical results, and social entertainment—second to none. Canada was given an opportunity to exploit her national importance, and Ontario the banner library province, a chance to unobtrusively emphasize the great progress she was making in library extension, especially in respect to some features in which she had proved herself a trail-maker in library progress. On the other hand the Ontario battalion of earnest seekers for library wisdom were permitted to drink from the cup of experience extended by the library legions from the republic.

The official report of the proceedings published by the American Library Association in extenso constitutes a veritable encyclopedia of library lore. Under the brilliant and charming presidency of Mrs. H. M. Elmendorf of the Public Library, Buffalo, the first woman to fill the position of Chief Executive, the Conference maintained its historic high level from post to finish. The Convention more than realized the hopes of the American Library Association that it "would inspire and strengthen those public spirited men and women who in various capacities are conducting the public and institutional libraries of the Dominion." The President succeeded beyond expectation in synthesizing "co-operation" as the motto of the conference and the "relation of the library to the individual" as the keynote.

A copy of a special Resolution passed in general Session is appended as an official appraisalment by the members of the American Association, of Canada, its library progress and as an "appreciation" of their Canadian hosts.

## LIBRARY PHILOSOPHY

**Rememberable Sentences from the Address of Mrs. Elmendorf, the President of the A. L. A.**

"The library is the reservoir of literature, a collection of books; but it is something more, it comes to have identity, a self of its own beyond the sum of all its books, when, by the fusing of the whole under the vital power of the minds that gather and order it, it becomes, in the Shakespearean phrase embodied in my title, 'A leaven'd and prepared choice.' . . . The library is the one place where time and space are set at naught. It is the microcosm of the universe. . . . Here all the wonders of nature are flashed back from the mirrors of eyes that have beheld them.

"The library is the great whispering gallery of noble deeds, and, catching a whisper, 'The youth replies, I can,' and goes forth." . . .

"The library is almost never the goal, but to many it may be the starting point whence they go forth 'to strength and endeavour, love and sacrifice, the making and achievement of souls.' . . . The public for whom the library exists has little conception or comprehension of its power. How shall such publicity as will give this knowledge of it be given? . . . The public for whom the library exists gives it support insufficient for the task it should perform. If the library commanded respect, would it not receive funds?"

**Copy of a Resolution Passed by the American Library Association at the Ottawa Conference, June, 1912**

Your Committee beg leave to recommend the adoption of the following minute, to be spread upon the records of the Conference, and that copies thereof be forwarded by the Secretary to the several bodies and persons mentioned therein.

In its membership and its sympathies, the American Library Association is broadly American. It aims to secure among the librarians of the Continent that practical reciprocity in ideals and interests that should everywhere prevail among those engaged in undertakings for the moral and intellectual betterment of humanity.

The Association is deeply gratified in being able to hold its 34th Annual Conference within the Dominion of Canada, whose representatives have for many years prominently participated in the management and deliberations of the Association. Since its meeting in Montreal, twelve years ago, the membership of the Association has increased from nine hundred to twenty-three hundred. Toward this expansion (itself a visible sign of that quickening of popular concern in educational affairs, which has been so marked a feature of the past decade), Canada has contributed a goodly share. It is hoped and believed by the Association that this Conference will still further inspire and strengthen those public-spirited men and women who, in various capacities, are conducting the public and institutional libraries of the Dominion.

Of the fine temper and professional zeal of its Canadian membership, the Association has had frequent evidence, but the experiences of the past eight days have brought to the members from the United States a new, although by no means unexpected, sense of the abundant hospitality of their Canadian colleagues. Any vote of thanks that may be adopted by this Association can seem to the visitors south of the international boundary but cold recognition of the warm sincerity of their greeting in the capital of the great Dominion. It is hoped, however, that between the lines of this fraternal salutation from the men and women of the south, their confreres of the north may read such sympathy and love as words cannot convey.

The Association begs to place on record its heartfelt thanks to all of those many Canadians who, in whatever measure, have contributed towards the success of this delightful meeting, and to the entertainment of its participants. But to the following men and women who, either officially or personally, have been intimately concerned in preparations for, and in the management of, the many charming hospitalities that have made this Conference so notable in the history of American librarianship, the Association unanimously expresses its especial appreciation.

At Toronto, entertaining the Western Delegation: The Government of the Province of Ontario, represented by Sir James Whitney, Premier; the Hon. R. A. Pyne, Minister of Education, Dr. A. H. U. Colquhoun, and Mr. Walter R. Nursey, Inspector of Public Libraries; Professor Needler, Librarian of the University of Toronto, and Professor Lang, Librarian of Victoria College; the Ontario Library Association, and its officers; the members of the Toronto Public Library Board, and their Chief Librarian, Dr. George H. Locke.



At Ottawa, the Government of the Dominion, represented by the Hon. George H. Perley, Acting Premier, and the Hon. Martin Burrell, Minister of Agriculture; His Worship the Mayor of the Corporation of the City of Ottawa; the Local Committee of Ottawa, the Chairman of which, Dr. Otto Klotz, was represented by Dr. James W. Robertson, C.M.G.; particularly Mr. Lawrence J. Burpee and Mr. D. P. Cruikshank, together with the lady members of the Committee; the Ottawa Public Library Board, represented by Alderman Ainslie W. Greene, chairman; the Canadian Club of Ottawa; the Ottawa Electric Railway, represented by its President, Mr. Thomas Ahearn; Mr. John F. Watson, of the Dominion Central Experimental Farm; United States Consul-General and Mrs. J. G. Foster; Manager, F. W. Bergman, of the Chateau Laurier, and Manager Mulligan, of the New Russell.

In addition to its acknowledgment of the foregoing, the Association wishes to express most sincere appreciation of the cordial message which it received from the Governor-General, H.R.H. the Duke of Connaught, who, unfortunately, was detained at Montreal, because of the illness of H.R.H. the Duchess, whose subsequent recovery is a source of international gratification; of the great kindness of Sir Wilfrid Laurier, in consenting to address the Conference upon Dominion Day; of the excellent addresses by Dr. George E. Vincent, President of the University of Minnesota, and by Professor John Macnaughton, of McGill University; and of the admirable arrangements for the post-Conference tour made by one of the ex-Presidents of the Association, Professor Charles H. Gould, Librarian of McGill University, Montreal.

R. G. THWAITES,  
MARY W. PLUMMER,  
J. T. JENNINGS,  
*Committee on Resolutions.*

### MISS SPEREMAN'S NOTES

Miss Spereman, the Departmental Cataloguer, was instructed by the Minister of Education to attend the A. L. A. Conference. Her "observations" forwarded to the Inspector follow:—

#### Observations on the A.L.A. Meeting at Ottawa, June 26th—July 2nd, 1912

"It was impossible to attend all the meetings at this A.L.A. Convention, as there were different meetings being held at the same time, either at the Chateau Laurier, or at the Russell Theatre. I attended all the General Sessions, and those special meetings pertaining to classification, cataloguing, and children's work.

The first of these special meetings was held on Thursday evening, June 27th. "Subject Headings," a paper by Miss Briggs, of the Buffalo Public Library (and editress of the new "List of A.L.A. subject headings") was, in her absence, read by a lady from the St. Louis Public Library. This paper was a very important one, and caused great discussion. Miss MacNair, of the Library of Congress, also read a paper on the same subject. Dr. E. Richardson, of the Library of Princeton University, read a paper the same evening on "Fundamental Principles of Cataloguing," from all of which I derived a great deal of helpful information.

*Friday afternoon, June 28th.*—Attended a meeting in the Children's Section, where Miss Saxe, of the Westmount Library, read a paper entitled "With the Children in Canada."

*Friday evening, June 28th.*—Attended a session in the Trustee's Section, where a very able and instructive address was given by Mr. W. R. Nursey, Inspector of Public Libraries, on "The Trustees' Duties to the Public Library." Our American friends, who were present in large numbers, were more than surprised when they heard of the work that has been done in the library world of Ontario within the last two or three years, which, in certain respects, was in advance of their own. I was also able to listen to the greater part of a paper on "What Is Cataloguing?" by Mr. A. Josephson, which proved most instructive.

*Saturday, June 29th.*—Attended a meeting in the Cataloguing Section.



*July 1st, Monday morning.*—At the General Session, in the Russell Theatre, an address was delivered by Sir Wilfrid Laurier, welcoming the delegates; and addresses by Professors James Robertson and John Macnaughton. The latter was really a very learned and humorous speaker, and the oratorical duel between the two was something to be remembered. In the evening, Dr. George Edgar Vincent gave one of the most brilliant addresses of the Convention, on "The Public Library," comparing the library (1) to a museum, carefully guarded; (2) to a penitentiary of books; (3) to a department store of books; and, finally, (4) to an "Inn of Books," where we would meet on friendly terms such worthies as Socrates, Horace, Pepys, Bacon, Shakespeare, and scores of other famous authors.

*July 2nd, afternoon.*—Carl B. Roden gave a paper on "Book Advertising." Another on the same subject was read for Miss Miller by Mr. Wellman, as proxy. At the General Sessions, held in the mornings, I heard addresses delivered by the President of the A.L.A., Mrs. Elmendorf, on "The Public Library," and Senator W. H. Hatton, who spoke on "Publicity for the Library." Many other addresses were delivered at these sessions, all of which proved very instructive.

A point well brought out in the meetings in the Reference Section, and which was discussed at one of the general sessions, was the value of a good Reference Library. A number of business firms in the United States have "special libraries" in their offices, and, in fact, one firm has three librarians on its office pay-roll.

The key-note of the whole Convention was how to give publicity to the public library; how best to bring it before the public, and how to make it of the greatest use to all.

In the Special Sessions, devoted to classification, cataloguing, and subject headings, great stress was laid upon uniformity and simplicity.

PATRICIA SPEREMAN."

### CANADA'S NATIONAL LIBRARY

"Strictly speaking, Canada has no national library. . . . A movement is now on foot for the establishment of a national library, either as a separate institution or by broadening the functions of the present library of Parliament. . . . Let the government adopt the policy of a national library; erect a suitable building for its accommodation in some central locality; and remove from the Library of Parliament at Ottawa to the national library all books and other material that would properly find a place in such an institution, but which serve no very useful purpose in a purely legislative library. . . . For years past, however, it has become increasingly difficult to make any effective use of the Library of Parliament, owing to the crowded condition of the shelves. . . . Out of the impossible situation into which the Library of Parliament has been driven may be drawn a conclusive argument in favour of the establishment of a great Canadian national library, in a building designed upon equally beautiful but more practical lines."—Lawrence J. Burpee, in *Library Journal*.

The following resolution was passed at the American Library Association Conference at Ottawa:

"*Resolved.* That the American Library Association, as an international organization, has viewed with profound satisfaction the project for the establishment of a National Library in and for the Dominion of Canada, and takes pleasure in joining the Royal Society, the Ontario Library Association, and other learned societies in Canada, in respectfully urging upon the Government of the Dominion the vital importance of such an institution in the fostering and conservation of the intellectual resources and national spirit of Canada; and further, in urging upon the government the desirability of effecting such establishment at the earliest possible moment."

**List of Library Delegates from Ontario present at the A. L. A. Conference at Ottawa  
whose expenses were in part paid by the Ontario Government**

Baxter, Marion, asst. Librarian, London.  
Beatty, Alma, Librarian, Pembroke.  
Black, Mary, Librarian, Fort William.  
Brydone, William, Trustee, Clinton.  
Butters, Mary, Librarian, Niagara Falls.  
Byam, Charles, Chairman Library Board,  
New Liskeard.  
Calder, Mary, Librarian, Fenelon Falls.  
Cameron, A. W., ex-Presdt. O. L. A.  
Carson, W. O., Librarian, London.  
Caswell, E. S., Sec.-Treas. P. L., Toronto.  
Champion, Miss, Librarian, Sault Ste.  
Marie.  
Charteris, Dr. C. R., Presdt. O. L. A.,  
Chatham.  
Cuttle, A. H., Trustee, Collingwood.  
Climie, Lillian, Librarian, Listowel.  
Dunham, B.A., Mabel, Librarian, Berlin.  
Elliott, Thos. E., Secretary, Kenora.  
Grant, D. M., Trustee, Sarnia.  
Hardy, His Honor Judge, Trustee, Brant-  
ford.  
Hardy, E. A., Sec. O. L. A., Toronto.

Harris, Miss A. M., Librarian, Guelph.  
Hunter, Adam, Librarian, Hamilton.  
Imrie, Wm., Librarian, Tillsonburg.  
Jardine, Isabella, Librarian, Hespeler.  
Johnston, Louise, Librarian, Stratford.  
Kennedy, Annie, Librarian, Kingston.  
Kerr, Jessie, Librarian, Brussels.  
Kopp, Adeline, Librarian, Palmerston.  
Locke, George H., Chief Librarian P. L.,  
Toronto.  
McKellar, Janet, Librarian, Ingersoll.  
Millard, Alice, Librarian, Galt.  
Reid, Jean S., Librarian, Chatham.  
Ritchie, Hazen, Chairman L. B., Peter-  
borough.  
Robb, Miss, Librarian, Woodstock.  
Scott, Victoria, Librarian, Owen Sound.  
Stewart, Margaret, Librarian, Brockville.  
Sine, Clifford, Sec. P. L., Gananoque.  
Sutton, Edith, Librarian, Smith's Falls.  
Tamblyn, W. W., Trustee, Bowmanville.  
Walker, Alex., Librarian, Belleville.  
Wink, Mrs., Librarian, Port Arthur.

**Other Ontario Library Representatives Present**

Ault, A. W., Trustee P. L., Ottawa.  
Banton, T. W., Trustee P. L., Toronto.  
Barnett, J. Davis, Sec.-Treas. P. L.,  
Stratford.  
Barnstead, Winifred G., asst. Catalog.,  
P. L., Toronto.  
Barry, May H., asst. Geological Survey  
L., Ottawa.  
Bligh, Harris H., Libn. Supreme Court,  
Ottawa.  
Boyle, Gertrude M., asst. Catalog., P. L.,  
Toronto.  
Calhoun, Marion, asst. libn. in Geological  
Survey, Ottawa.  
Casey, Magdalen, in Archives Library,  
Ottawa.  
Davis, Eva, asst. P. L., Toronto.  
DeCelles, Alfred D., libn. of Parlia-  
ment, Ottawa.  
Drysdale, Sara E., head Circ. Dept., P. L.,  
Ottawa.  
Dwight, Edith C., Libn. Ont. Agric. Col-  
lege, Guelph.  
Eakins, Wm. Geo., Libn. Law Soc. Upper  
Canada, Toronto.  
Greene, Ainslie W., Chairman P. L.,  
Ottawa.  
Hamilton, W. J., Chairman P. L., Fort  
William.

Holmden, Kate, asst. P. L., Ottawa.  
Huestis, A. E., Trustee P. L., Toronto.  
Jolicoeur, Marie E., asst. P. L., Ottawa.  
McCormick, M. C., asst. L. of Parliament,  
Ottawa.  
MacDonald, Mrs. A. C., in P. L., St.  
Thomas.  
McElroy, Annie, asst. P. L., Ottawa.  
Martyn, A. E., Ottawa.  
Masson, Annie A., catalog. P. L., Ottawa.  
Moir, Elizabeth, ref. libn., P. L., Toronto.  
Nurse, W. R., Supt. Pub. Libraries,  
Dept. of Education of Ontario.  
Proylyx, Adelard E., ref. asst., P. L.,  
Ottawa.  
Read, Eva G., Hon. Lib. Women's Can.  
Hist. Soc., Ottawa.  
Shearman, Edna M., Dept. of Labour, Ot-  
tawa.  
Smith, M. E., Trustee P. L., Niagara  
Falls.  
Spereman, Patricia, Official Cataloguer,  
Pub. Libraries, Dept. of Education of  
Ontario.  
Sproule, Jessie, asst. P. L., Ottawa.  
Staton, Frances M., asst. ref. Dept. P. L.,  
Toronto.  
Sykes, W. J., libn., P. L., Ottawa.

## Other Canadian Library Representatives Present

Calhoun, Alexander, Librarian P. L.,  
Calgary, Alta.

Crevecoeur, P. B. de, libn. Fraser Insti-  
tute, Montreal.

Gould, Charles H., Librarian McGill  
Univ., Montreal. Ex-Pres. Am. Lib.  
Association.

Hall, Bessie G., Trav. Lib. Dept., McGill  
Univ., Montreal.

Honeyman, J. R. C., libn. P. L., Regina,  
Sask.

Houston, Charlotte S., asst. McGill Univ.  
L., Montreal.

Jackson, Emeline, asst. P. L., Winnipeg,  
Man.

Jackson, Henrietta, asst. libn., P. L., Win-  
nipeg.

Lomer, D. A., asst. McGill Univ. L., Mont-  
real.

O'Meara, Eva J., asst. McGill Univ. L.,  
Montreal.

Robertson, J. P., Librarian Provincial  
Lib. of Manitoba, Winnipeg.

In addition to the above, over fifty other ladies and gentlemen from various points in Ontario and outside provinces registered.

## HON. MARTIN BURRELL, MINISTER OF AGRICULTURE, ALSO "MINISTER OF COPYRIGHTS."

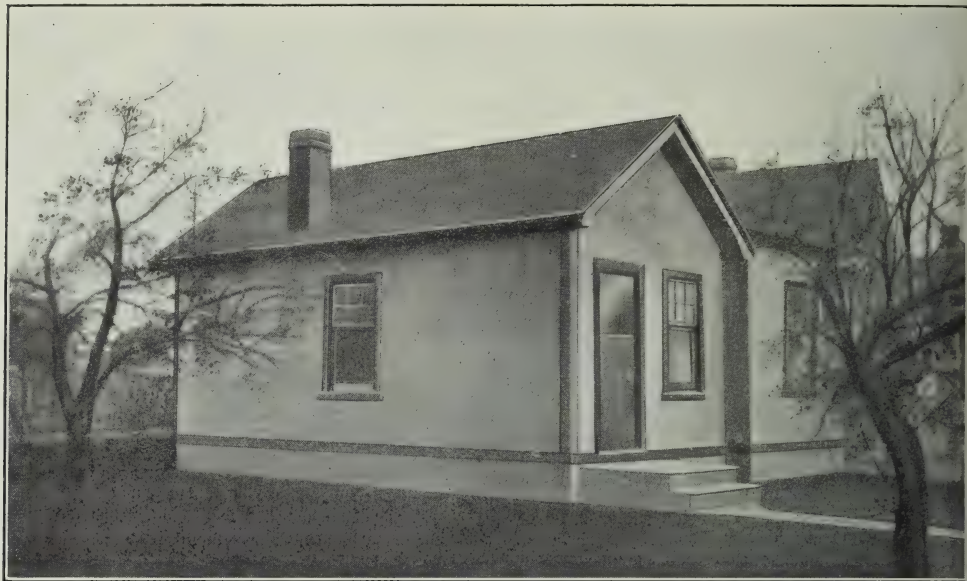
*Spoke enthusiastically and delightfully of the value of books and the habit of good reading and the greater ease with which books could now be secured than formerly. I append a brief quotation:*

"I have heard it said by some skeptical gentlemen that it is true that a librarian never reads a book; in fact, that he cannot be a perfect librarian and read, because he is immediately lost. I do not like to hold that view. I rather hold to the view that the ordinary librarian, perhaps I should say the model librarian, should be a guide, philosopher and friend, and I do not doubt that many of you are very real guides, philosophers and friends to those who are seeking for perhaps they know not what, and whom you can direct in right channels with incalculable good to their after life. It is absolutely true that in our modern life we need that guidance. I do not know that I could put it better than in the words of another great book lover, and good library lover, too, our friend Robert Louis Stevenson of imperishable memory, who said once there was a sort of dead-alive, hackneyed people in the world who if they were not engaged in a conventional occupation were in a state of coma; that the few hours they did not dedicate to a furious toiling in the gold mill were an absolute blank. It is your high privilege to supply the blank; it is your priceless privilege to fill the hours of life which have to be a blank because we cannot train ourselves for them in this more material age—to fill them up with a companionship and with an influence of the great thoughts of the great writers of all ages."

## FICTION

I have recommended that—for the purpose of extending to the Public Libraries greater inducements to purchase the works of those authors familiarly known as writers of "Standard" Fiction, and so give further aid to the smaller libraries while encouraging the circulation of purer literature—certain works of Fiction of certain dead authors be treated as Non-Fiction by the Department of Education, but in so far only as this ruling applies to and would effect the classification of books as recorded in the annual reports of the Libraries of the Province. There are difficulties, however, in the way of bringing this suggested change into operation that entails careful consideration.





**Runnymede Public Library**

The Runnymede library was designed and constructed by the members of the Board of Trustees. Some contributed the post-holes, another volunteer built the chimney, others shingled the roof, or fitted doors and windows and equipped the interior, while the women workers supplied the tea and toast. It is an example to all apathetic Library Boards of what can be accomplished by courage and the co-operation of brain and brawn. The characteristics of these conspirators are very much in evidence in the portrait group on page 659.



**Regina (Saskatchewan) Public Library**

Almost destroyed by a hurricane, June, 1912

### “THE TRUSTEES’ DUTY TO THE PUBLIC”

At the meeting of the Trustees’ section at the thirty-fourth annual meeting of the American Library Association on Friday evening, June 28th, at the Chateau Laurier, Ottawa, Mr. W. T. Porter, of Cincinnati, Chairman of the Section, presiding, and Mr. T. L. Montgomery, Librarian of the Pennsylvania State Library, acting as secretary, the following paper was given by Mr. Walter R. Nursey, Inspector of Public Libraries of the Province of Ontario, on “The Trustees’ Duty to the Public” :

You have already listened to a most informing address delivered by Mr. Green, on behalf of Dr. Klotz, on “The Trustees’ Duty to the Library.”

In my own case, I have to seek a little latitude. My mission is to improve the opportunity, and, while begging you to forgive at times the inevitable introduction of the “personal equation,” before submitting my story and views of a live trustee, let me sketch the conditions that confront us in Ontario to-day.

I do this with the object of eliciting from you, ladies and gentlemen, who have already won your wings or your spurs in the service of library essentials, words of encouragement and some common sense advice. Advice as to how you consider from the co-operative view, we can better trim our sails in the future so as not to miss any of the breeze that to-day seems disposed to favour us.

“We have not wings, we cannot soar  
But we have feet to scale and climb.”

And, believe me, we will use “both feet” to the extent that providence has allotted us these extremities, to the limit of our possibilities and to the best of our ability.

In Ottawa to-day over 150 of the library workers of Ontario, almost all members of the Ontario Library Association, your sister association, to whom I understand you have not yet been officially introduced by the local Committee, are welcoming you as best they can, in your pacific invasion. We are proud to extend to you a Canadian greeting, to proffer the “glad-hand” without any reservations, wholly unafraid of the possibility of that brand of reciprocity that might find either of us one day the political “adjunct” of the other.

In meeting you here to-day, I recognize only too well that subjects of vital and universal interest to all library workers are being discussed at this notable convention by men and women prominent in the library field and in related branches of endeavour.

Surely this will insure the creation of a wider range of library vision and the acquirement of a fund of every day practical knowledge of the greatest value, if those who attend resolutely prepare to profit by the opportunity. There is little doubt, sir, that not only should every delegate return home inspired and doubly enthused, but it should be the special object of every Ontario representative to see that the pleasant cords that already knit together the brotherhood and sisterhood of library workers of this continent will be tied still closer through this Conference by a broader bond of interest.

Not only will this interchange of expert knowledge help to better qualify our trustees, our librarians, and those other library enthusiasts for their rapidly compounding responsibilities, but the publicity given to these proceedings must compel wider recognition of the library movement which, as a matter of fact, makes for the practical enlightenment of every citizen, no matter what the pattern of the flag to which he owes his allegiance.



The deliberations of the members of this Conference, hand-in-hand under the two flags of Canada and the United States, that stand specially for liberality of thought and educational progress, should surely result in the extension of library learning.

It is well for us to remember, to whatever country we owe allegiance, we should be stirred by one purpose only, a common purpose that recognizes neither international barriers nor impalpable lines of latitude; our great aspiration being to increase the spread of pure literature, the democracy of letters through the co-operation of the Public Library which, as an educational factor, is soon destined to be recognized as of equal importance with university, college, or school.

From the wise declaration of your President—who with a woman's clever intuition of what was most needed—when she registered as the motto of this conference the word “co-operation” and as a keynote the “relations of the library to the individual,” I am encouraged to ask your tolerance, accepting your promise of “co-operation” as my excuse and salvation while I enumerate the trustee's responsibilities to the public from an Ontario point of view.

Before submitting to you my views on the trustees' duty to the public let me however first briefly recite library conditions that at present prevail in Ontario. Ontario practically, is the only province in the Dominion of Canada that has an aggregation of public libraries, 434 in all, supported in part by the local legislature under the fostering care of a sympathetic Minister and Deputy Minister of Education and a very liberal Government.

The first library organized in this province, then Upper Canada, was at Niagara-on-the-Lake in 1800. In 1835 the first legislation dealing in any way with the library movement was passed and the same year the first government aid was granted. In 1851 a new Act was introduced creating what were known for many years as the Mechanics' Institutes, the authorities believing that technical books for the working classes were not less important than those for the learned professions. At this time only \$2,000 per year was appropriated, and this was found utterly insufficient for the purpose. In 1869 general literature was recognized in Upper Canada in this connection, in addition to the acquisition of technical books. In 1882 the first Free Library was organized in Canada, at Toronto. In 1900, following upon the good example set by your organization, the Ontario Library Association was instituted, but it was not until 1909 that the present Ontario Public Library Act was passed by the legislature, under which all Public Libraries, Free and Association, are now organized and controlled. To-day we have 140 Free Libraries and 244 Association Libraries in this province operating under the provisions of this Act.

It is not pertinent to the title of this paper, nor is it the time to explain the procedure that has to be followed in organizing a Public Library under this Act, neither are you concerned about the process of conversion of an Association library into a Free one, or the various obligations that have to be assumed by the ratepayers; it is my duty to point out the general duties of the trustees of a legally organized library towards the public.

In Ontario, whether the library is Free or Association, the financial and domestic affairs of both are under the supervision of a Board of Trustees, the only difference in these two Boards being that, in the case of a Free Library, the governing body is called a Library Board, and, in the case of the Association Library, a Board of Management; the financial responsibilities are not altogether the same, for while the trustees of the Free Library are custodians and paymasters



of an income derived from the special rate levied yearly for library purposes by the municipality, the Board of an Association Library has no fixed income to disburse, the Association Library being supported largely by the fluctuating fees of its members.

The rates levied to support a free library vary, and are based principally, as in many instances in your own country, on population, and range from a minimum rate of one-quarter of a mill on the dollar to a maximum of three-quarters of a mill. In the case of both classes of these libraries government aid is extended in the form of a yearly grant based upon the annual report of the expenditure of the library upon books and paid in conformity with the Libraries Act, subject to departmental regulations.

Once a library in Ontario accepts a government grant, it automatically becomes a "Public Library." Thence forward it is amenable to the provisions of the statute and failure to keep open or render an Annual Report to the Department of Education for two consecutive years is the signal for dissolution. In other words it commits suicide. The Minister may then take possession of all its books, its magazines and periodicals and dispose of them as he may deem best. Further, if a library fails in any year to comply with the Regulations, the Minister has power to withhold the whole or a portion of the government grant for that year.

The Ontario Act, as you have seen, provides for two classes of libraries, both of which are Public Libraries; the business of both classes being administered by a Board of Trustees, one of whom is elected Chairman, and while the responsibilities of these boards is greater in the case of Free Libraries, both have equal, if not similar obligations as custodians in law of the people's interests.

Before proceeding to submit my own ideas of what appears to be the most important, if, perhaps, the unwritten duties of a *free library* trustee to the public, and which I present with extreme diffidence in the presence of so many experts, let me briefly enumerate what are the legal obligations of a trustee in this Province as set forth in the statute regulating the same at the present time.

These powers are vested in the Mayor, or Reeve, as the case may be, with three other members appointed by the local municipal council, three by the local Public School Board or Board of Education, and two by the Separate School Board representing the Roman Catholic section of the community; nine trustees in all who elect their chairman and retire annually in rotation. These trustees forfeit their position if they absent themselves from three consecutive monthly meetings without leave.

The legal duties of these trustees consist in the general management, regulation and control of the library and reading-room, entailing the securing, erecting or renting of the necessary buildings for the purpose of the library and reading-room, and the purchase of books, newspapers, magazines, maps, etc., illustrative of the arts and sciences for the library reading-room and museum. These responsibilities are further increased by the necessity for keeping the building and its contents in a proper state of preservation and repair and to provide the necessary fuel, lighting and for other necessities and accommodation, and also the appointment or dismissal at pleasure of the officers and servants of the Board.

The Board is also obliged to make rules for the use of a library reading-room and museum and for the admission of the public thereto and for the general management of the library, its reading-room, museum, evening classes and art school and of all property under its control. For breaches of any of its rules, it may impose penalties not exceeding \$10.00.

At least two of these nine trustees should be women; women who have won a record for activity and good common sense in their departments of business.

Boards though given great latitude are not permitted to determine the age limit for children's entrance into the library, nor in the case of adults can they deny them free access to the books of the library without first presenting their reasons for so doing to the Minister of Education and obtaining his assent.

The trustee, if he would live up to his obligations, must be the last word in library government. He must also be an initiator, ever on the alert to devise some plan to arouse interest and stir up enthusiasm. According to his environment, he must also be a novelist in the sense of devising attractions that will specially appeal to the local wants of his particular community. To do this capably and profitably he should be a past master in the art of discrimination in respect to the fitness of things.

It is also the duty of the faithful trustee to encourage the public to realize that it is the librarian, not the trustee, who is the real pilot of the ship, and jealously uphold the hands of that important official. Unfortunately the library has sometimes been converted into an asylum for the village derelict whose unfitness for any ordinary business pursuits would seem to be the highest passport possible, his incapacity emphasizing in the minds of some trustees his apparent suitability for the position.

Summarising the situation, we find the general importance of the position of a trustee viewed from the "Library Act" point of view to be that:

- (1) He holds the property of the library in trust for the whole community.
- (2) That the Board has the same standing as any other corporate public body, town council, school board, board of education, etc.
- (3) That the trustees alone can manage public library affairs and that they have the exclusive authority to pay the rent, or to build or sell property, subject to the statutory provisions.
- (4) That they have the power both to raise and expend money for library purposes.
- (5) That they can demand certain moneys from the municipal council ranging from a quarter of a mill up to three-quarters of a mill on the dollar of the total annual municipal assessment following the legal mandate of the ratepayers.
- (6) That the trustees alone are empowered to employ or dismiss the librarian and other members of the staff.
- (7) And that they alone are responsible to the public.

Their importance, if further evidence were wanting, is established by the development of the library movement in the Province of Ontario, demonstrated by the fact that, as individuals, they have been active in founding and maintaining the Ontario Library Association. Hence, it is easy to understand that the hope for the real and lasting expansion of library work largely depends upon the educating of the trustee up to the sane realization of his responsibilities.

In order to have a fair understanding of the trustee's many obligations, we must consider the duties he is called upon to perform in connection with his own library. He should be present and assist at the Easter meetings of the Ontario Library Association and attend the Library Institutes which are yearly held in each of the fourteen Library Districts into which the Province has been carved for this purpose. As an evidence of the material of which the ordinary trustee is made, it is well to note that out of nine Presidents who up to the present time have filled that office in the Ontario Library Association between the years 1900



and 1912 six at one time or another have been library trustees. Eighty trustees were active officers of these Library Institutes in 1911, and of these at least 75 gave papers or addresses during the year ending April, 1912.

The importance of the position of the trustee is further emphasized by his standing in the community. An examination of the list of the trustees in this Province reveals a variety of occupations. It shows that both business men, bankers, manufacturing firms, housewives, clergymen, teachers, doctors, lawyers, newspaper men and even civil servants, with many others, have joined with librarians in this most commendable work and are devoting a great deal of time and thought to the development of the public library movement. Surely it is not too much to expect that from a group of people of such diverse occupations a tremendous forward movement should ultimately develop a more favourable sentiment among the masses by arousing in them a realization of the value and the needs of the public library.

Wonderful opportunities for extending the influence of clean literature are held by every trustee in the hollow of his hand, and the literature of the library taken in all its bearings forms the great line of demarcation between the human and the animal kingdom. Hence, the sane and intelligent co-operation of morally well-balanced men and women should be sought. Not merely that of the professional educationist, who not infrequently is apt to be somewhat narrow in his vision; "not the mere literary triflers or amateur performers," nor the league of superficial progressives who amuse themselves by lopping off the branches of an evil, but rather the strong and impatient workers, the real trail-makers who strike at the roots. Often in a rough and most unpromising exterior we find the very elements and characteristics we have long sought in vain.

Now, as I no more wish than you do, that I should wander into the elusive wilderness of theory, but rather stick to the hard highway of facts—having already described his legitimate responsibilities—allow me to emphasize for your consideration an epitome of my crude conception of the trustee's duties to the public.

In and out of season, first, last, and all the time, in addition to his statutory obligations, the trustee should make the welfare of the librarian his great concern. What the pilot is, what the sails are, what the wheel and the propelling power are, individually and collectively to the ship—so is the librarian to the library. It is quite conceivable that a library could exist without a trustee, but almost inconceivable that it could exist without a librarian.

In Ontario we are doing all we can to elevate the social status of the librarian as well as her status in the army of intellectual workers. We have Summer Library Schools and Library Institutes to encourage her in her ambitions and to improve her knowledge. I am persuaded that on the walls of every library might well be written in large characters and without any suspicion of disrespect "God Bless our Librarian." I refer, of course, to the faithful efficient librarian with a proper conception of her own duties who should be honoured in the community by virtue of her position entailing such profound responsibilities. Her smallest act of official consideration, to her juvenile readers especially, leaves a widening ripple of influence the far-reaching effects of which can scarcely be over-estimated. The librarian, unless it is obviously inopportune, should also without doubt be invited to attend every meeting of the trustees and share their undivided confidence, and the importance of her position and her individuality should never be dominated or over-shadowed by the personality of the trustee. Her suggestions wherever possible should be respected, deferred to and acted upon, and every point strained to give her a living wage as nearly commensurate as circumstances will permit with a due



and extreme regard for the importance of her task—at best, a somewhat thankless one.

The next first obligation of the trustee to the public is to see to it that no stone is left unturned in an effort to establish a juvenile department for the exclusive use of the children.

I am a strong advocate for Sunday opening wherever it can be accomplished without interfering with the conscience or freedom of the employee, and if exempt from hardship. I further believe that every trustee should permit the purchase of books relating to any religious belief recognized in a Christian country providing that they are not of a controversial nature, and that he should actively co-operate with the librarian in the selection of the really best current literature, both books and periodicals, giving Fiction, say, a 50 per cent. maximum at the most.

Last, but not least, in this, I am sure, most tiresome confession, I maintain that it should be a man trustee's greatest pleasure and manifest duty to secure the co-operation of at least two capable women workers to share his responsibilities as co-trustee, that is, if he has a really true conception of the relation of the librarian to the individual.

## THE LIBRARY TRUSTEE

### Current Opinions of Some Well Known Library Authorities

*Lib., Q. 6.*—When one accepts an appointment as trustee on the board of a public library, he should realize that certain responsibilities go with the honour. "Nevertheless there are those who accept this position tendered them by the Mayor with little feeling of responsibility, and apparently little interest in the institution which is under the control of the Board of Library Trustees. Monthly meetings should be held; in some cases, however, quarterly meetings seem to suffice. Iowa now has an amended library law, which provides that absence from six consecutive meetings of the Board, except in certain excusable cases, shall create a vacancy.

*E. E. Clarke, Vermont.*—The Superintendent of Schools and the Mayor may be members *ex officio*. Grand Rapids has five Library Commissioners. Each serves a term of five years, and only one is elected each year. This arrangement of holding over of four members each year and election of only one member of the Board each year assures stability and continuity of management.

*G. B. Utley, Lib. Occurrent.*—It is not the duty of a Trustee to be a spy on the Staff. The most important duty of a Trustee is the selection of the Librarian. No Library can serve its constituents, the public, to its full power, without an experienced and capable Librarian. When a good Librarian has been found, her Trustees should treat her accordingly. She is worth the best salary they can afford, and when she is worth an increase, she should not be allowed to ask for it before it is offered.

*J. L. Farrington, Ia. Lib., Q. 5.*—The home library should be visited frequently, and the Trustee, in his travels, should visit and inspect libraries, thus broadening his knowledge.

*M. Dewey, Lib. J., 31.*—The function of the Trustee is legislative, and that of the Librarian, administrative.

*D. C. Thomas, Lib. Occurrent.*—All matters of detail should be left to the Librarian, who is now responsible to the Board for the conduct of the Library. If a Librarian is to be held for the results of his work, then he must be given ample scope in which to do his work. The Librarian should attend all meetings of the Board, and report at each meeting the number of books circulated, and the number of members taking books. The Library Board should be friendly with the City administration and keep the City administration friendly with the Librarian.

*M. B. Palmer, North Caro. Lib.*—The ideal Trustee is the practical, clear-headed man of affairs, with a large acquaintance and a wide influence, who, though he may not know much about the Library, is willing to learn something of its work, and will give his time and attention when needed, and will leave the Librarian to decide the matters of the routine of the Library. The man to be selected, not because of his wealth and influence, but who is willing to give his time to the Library. Not the one who does not care to.

*W. L. Lamb, Minn. Pub. Lib.*—In my limited experience, I believe that the lady makes the best trustee.

*D. P. Corey, A.L.A., Bul., 1.*—Most of the weaknesses and evils in the Library boards have their root in the methods by which such boards are chosen. The appointing or electing powers should have a better knowledge of libraries, their aims and proper methods.

*W. D. Willard, Minn. Pub. Lib.*—The Trustee should feel deeply the value of a Library as a part of the educational system of the community, and he should be willing to give time and energy to public service. A successful business man, a popular man, a reasonable man, ready to admit that those who have made special study of problems are generally better qualified to speak wisely on them. The Trustee should be a man of sufficient moral strength and backbone to resist outside pressure for the appointment of incompetent or undesirable employees, and to see to the removal of any who have proven themselves inefficient or useless, without fear or favour. The efficiency of the Library should be the first consideration.

*E. W. Gaillard, Lib. J., 30.*—Library Boards are too frequently formed from the scholastic, the literary class, and not from the producer class.

*Mrs. H. M. Towner, Ia. Lib. Quar., 5.*—Perhaps the Trustees of a small Library may not have realized that the efficiency of their Library might be greatly increased, if it could be arranged to pay enough to employ a Librarian *with at least summer school training*.

*H. M. Utley, Lib. J., 31.*—A Trustee should have some obvious fitness for the work. He should not be so busy with his own affairs that he can give no time to the Library. Trustees should make few restrictive rules, and should allow the Librarian great freedom.

*J. Patton, Lib. J., 31.*—It is the business of the Librarian to make the selection of books to be purchased, and the Trustees should approve the selection.

Discussion upon Mr. Nursey's address on "The Trustee's Duty to the Public" brought out the interesting fact that the Ontario Library Association included in its membership almost as many trustees as librarians. Mr. R. R. Bowker of the *Library Journal*, N. Y., suggested that those from the States interested in library development should seek to follow the Ontario example in this respect, and obtain more active participation from trustees and the Library Association. Dr. C. R. Charteris, President of the Ontario Library Association, gave further word on the relation of trustees to the library organization in Canada, and T. W. Banton, trustee of the Toronto Public Library, who had been present at the Magnolia Conference, spoke of his disappointment in finding so little participation by trustees in that meeting. The officers of the section were re-elected for another year: Chairman, Mr. W. T. Porter, Trustee Cincinnati Public Library; Secretary, Mr. T. L. Montgomery, Librarian, Pennsylvania State Library.

### County Libraries—Some Press Opinions

"All who are interested in library extension in this State will follow with keen interest the workings of the new provision in the State law, authorizing either the establishment by popular vote of a county library system, or the securing of library privileges for the people of the whole county by means of a contract between the county board of supervisors and any public library in the county. . . . A serious difficulty is the inertia of people living in the rural districts, . . . There are a few counties which appear now to be ready to take the lead in this matter. Let them but demonstrate the success of the plan, and many others will follow in due order."—*New York Libraries*.

"The time has now come when libraries do not simply stand for a collection of books, but that the purpose of the library is to see to it that information, not necessarily books, be taken to the people. . . . The people in the community, the people doing the world's work, are equally powerful, and more so, with respect to doing actual things right out in the country. . . . So you librarians, if you will select six persons in your village or in your community who stand for success there, and advise with them as to what books are best for your wants, you have taken a long step towards success."—*Prof. Tuck, in Library Journal, New York*.



## TRAVELLING LIBRARIES

List of Travelling Libraries—"Fixed" and "Openshelf"—that were loaned to small Public Libraries, Association Libraries, Women's and Farmers' Institutes, Communities, Study Clubs and Technological Collections, during the year ending October 31st, 1912:—

Those marked with an asterisk (\*) are *New* places, 80 in all.

Name	Total Number Loaned	To Public Libraries	To Women's and Farmers' Institutes	Communities and Study Clubs	Name	Total Number Loaned	To Public Libraries	To Women's and Farmers' Institutes	Communities and Study Clubs
1*Alderdale .....	1	...	F.I.	.....	51*Foxboro'.....	1	...	W.I.	.....
2*Alma.....	1	P.L.	.....	.....	52*Fonthill.....	1	P.L.	.....	.....
3 Antrim.....	1	.....	W.I.	.....	53 Gooderham.....	2	.....	W.I.	.....
4*Arkona.....	1	P.L.	.....	.....	54*Garden Hill.....	1	.....	F.I.	.....
5 Aspdin.....	2	.....	W.I.	.....	55*Gananoque.....	1	P.L.	.....	.....
6 Auburn.....	1	P.L.	.....	.....	56 Glanworth.....	1	.....	W.I.	.....
7 Beamsville.....	1	P.L.	.....	.....	57 Gorrie.....	2	P.L.	.....	.....
8*Ballinafad.....	1	.....	W.I.	.....	58 Gravenhurst.....	1	P.L.	.....	.....
9 Baneroff.....	3	.....	W.I.	.....	59*Gelert.....	1	.....	W.I.	.....
10*Bedworth.....	1	.....	W.I.	.....	60*Goodwood.....	1	.....	W.I.	.....
11 Berlin (1).....	1	P.L.	.....	Tec.	61*Haliburton.....	1	P.L.	.....	.....
12*Berryland.....	1	.....	W.I.	.....	62 Hanover.....	1	P.L.	.....	Tec.
13 Brantford.....	1	.....	S. C.	.....	63*Handbury.....	1	.....	W.I.	.....
14*Bluevale.....	1	.....	W.I.	.....	64*Hillsburg.....	1	.....	W.I.	.....
15 Bridgeburg.....	1	P.L.	.....	.....	65 Hyde Park.....	2	.....	W.I.	.....
16 Burgessville.....	1	P.L.	.....	.....	66 Hymers.....	1	.....	W.I.	.....
17 Brouseville.....	1	.....	W.I.	.....	67*Hamstead.....	1	.....	W.I.	.....
18 Bowmanville.....	1	P.L.	.....	.....	68*Islay.....	1	.....	W.I.	.....
19 Berkindale.....	1	.....	W.I.	.....	69 Jupiter Mines.....	1	.....	.....	C.
20*Billings.....	1	.....	W.I.	.....	70 Jarvis.....	1	P.L.	.....	.....
21*Brooklyn.....	1	P.L.	.....	.....	71*Jerseyville.....	1	.....	W.I.	.....
22 Bobcaygeon.....	1	.....	W.I.	.....	72*Kleinburg.....	1	.....	W.I.	.....
23 Burlington.....	1	P.L.	.....	.....	73 Kerwood.....	1	.....	W.I.	.....
24*Bromley.....	1	.....	W.I.	.....	74 Kakabeka.....	1	.....	.....	C.
25*Beechwood.....	1	.....	W.I.	.....	75 Kenilworth.....	1	.....	W.I.	.....
26 Brooksdale.....	1	.....	.....	R.C.	76 London.....	1	P.L.	.....	Tec.
27*Croton.....	1	.....	W.I.	.....	77 Laurel.....	1	.....	W.I.	.....
28 Cranbrook.....	1	P.L.	.....	.....	78 Lyn.....	2	P.L.	.....	.....
29 Cobourg.....	1	.....	W.I.	.....	79*Minesing.....	1	.....	W.I.	.....
30 Cobourg.....	1	P.L.	.....	Tec.	80 Magnetawan.....	2	.....	W.I.	.....
31*Cochrane.....	1	P.L.	.....	.....	81*Middleville.....	1	P.L.	.....	.....
32*Carlyle.....	1	.....	W.I.	.....	82 Maynooth.....	1	.....	.....	C.
33*Cedar Springs.....	1	.....	W.I.	.....	83 Merlin.....	1	P.L.	.....	.....
34 Caledonia.....	1	P.L.	.....	.....	84*Mememoya.....	1	.....	W.I.	.....
35 Creemore.....	1	P.L.	.....	.....	85*Manvers.....	1	.....	W.I.	.....
36*Comnock.....	1	.....	W.I.	.....	86*Millgrove.....	1	P.L.	.....	.....
37*Charlton.....	1	.....	W.I.	.....	87 Milton.....	1	.....	W.I.	.....
38*Chatsworth.....	1	.....	W.I.	.....	88 Mallorytown.....	1	P.L.	.....	.....
39*Corbetton.....	1	.....	W.I.	.....	89 Newboro'.....	3	.....	W.I.	.....
40*Chester's Corners..	1	.....	W.I.	.....	90*North Cobalt.....	2	.....	W.I.	.....
41 Dundonald.....	2	.....	W.I.	.....	91*Oak Ridges.....	1	.....	.....	C.
42 Delaware.....	2	P.L.	.....	.....	92*Oakdale.....	2	.....	W.I.	.....
43*Dalston.....	1	.....	W.I.	.....	93*Owen Sound.....	1	.....	W.I.	.....
44 Essex.....	1	P.L.	.....	.....	94*Orkney.....	1	.....	W.I.	.....
45 Elgin.....	1	.....	W.I.	.....	95 Palgrave.....	1	.....	W.I.	.....
46*Eberts.....	1	.....	W.I.	.....	96 Peterborough.....	1	P.L.	.....	Tec.
47*Echo Bay.....	1	.....	W.I.	.....	97*Petherton.....	1	.....	W.I.	.....
48*Elmview.....	1	.....	W.I.	.....	98*Plattsville.....	2	P.L.	.....	.....
49*Fernhill.....	1	.....	W.I.	.....	99*Roseneath.....	1	.....	W.I.	.....
50 Forest.....	1	.....	.....	S. C.	100 Runnymede.....	3	P.L.	.....	.....



## Travelling Libraries—Continued

Name	Total Number Loaned	To Public Libraries	To Women's and Farmers' Institutes	Communities and Study Clubs	Name	Total Number Loaned	To Public Libraries	To Women's and Farmers' Institutes	Communities and Study Clubs
101*Rednersville .....	1	....	W.I.	.....	121*Uno Park .....	1	....	W.I.	.....
102 Richmond Hill ....	1	P.L.	....	.....	122*Wellburn .....	1	....	W.I.	.....
103*Rothsay .....	1	....	W.I.	.....	123 Wallaceburg ....	1	P.L.	....	.....
104 St. Jacob's .....	2	....	W.I.	.....	124 Waterdown .....	2	P.L.	....	.....
105 South Mountain ...	1	P.L.	....	.....	125 Williamsford....	1	....	W.I.	.....
106*Sanford .....	1	....	W.I.	.....	126 Westover .....	1	....	W.I.	.....
107*Sudbury .....	1	P.L.	....	.....	127 Warwick .....	1	....	W.I.	.....
108 Sunnidale Corners..	1	....	W.I.	.....	128 Whitby .....	1	P.L.	....	.....
109 Smith's Falls .....	1	....	....	S.C.	129*West Essa .....	1	....	W.I.	.....
110*Scarboro' .....	1	....	W.I.	.....	130*Windermere ....	1	....	W.I.	.....
111 Sprucedale .....	1	....	W.I.	.....	131*Woodstock .....	1	....	W.I.	.....
112 Sault Ste. Marie... 1	....	W.I.	....	.....	132*Walter's Falls ..	1	....	W.I.	.....
113*Shirley .....	1	....	W.I.	.....	133*Wellington .....	1	....	W.I.	.....
114*Springford .....	1	....	W.I.	.....	134*Wallacetown .....	1	....	W.I.	.....
115 Stirling .....	1	....	W.I.	.....	135 West Toronto ...	1	....	....	S.C.
116*Sheffield .....	1	....	W.I.	.....	136-147 Reading Camp	12	....	....	R.C.
117 Thornloe .....	1	....	W.I.	.....	Association per Rev.				
118*Tamworth .....	1	P.L.	....	.....	J. Fitzpatrick .....				
119 Thorold .....	2	P.L.	....	.....	Total .....	167	....	....	.....
120*Thistletown .....	1	....	W.I.	.....					

## An Explanation

The total circulation of Travelling Libraries for the year ending October 31st, 1912, as shown on the above list, was only 167 as against 241 in 1911. A difference of 74 libraries. It is unnecessary to add that this is a deep disappointment to all concerned. These figures, however, it must be understood in no sense represent either a falling off in interest or in the applications filed, but is wholly consequent upon the removal of the offices of the Department of Education from St. James Square to the Parliament Buildings, Queen's Park. A large number of the Travelling Library Cases were pressed into service by various branches of the Department at that time for the safe transfer of official documents. Many of these cases have not even yet been released. In addition to this handicap, up to the date of writing, no shelf room has been provided in the new offices allotted to the Inspector of Libraries for the reception or shelving of books. These remain piled upon the floors without regard to classification. Until necessary accommodation is provided for the proper assembling of the various classes of books to fill waiting applications, the further loaning and circulation of the Travelling Library Cases is at a standstill. All this is very regrettable, as the well-matured plans and ambitious designs for increasing the circulation up to 300 in 1912 have completely failed. It has been impossible to meet the winter demand for libraries, which is greater than at any other Season of the year. The year 1913 is still before us.

## THE LIBRARY OF THE DEPARTMENT OF EDUCATION

The classifying and cataloguing of this important reference library is still proceeding. There is every indication that the representations made to the Minister by the Inspector that this work should be undertaken—if for no other reason than for its special educational value to the students of the Normal school—were based upon well considered reasons. This library is not a public library under the Act, nor does it come within the jurisdiction of the Inspector. Hence these comments are not *ex-cathedra*.

Personally, when first I assumed office as Inspector I realized that the educational library could not live up to its obligations as an instructor to Normal School students unless, to begin with, its books were systematically classified and catalogued. A very informing paper was read at the Ottawa Conference on "Teaching Library Use in Normal and High Schools" by Mr. F. K. Walter, Vice-Director of the N. Y. State Library School. "If pupils," said Mr. Walter, "are to be taught to use books it is obvious that the intelligent use of books must first be learned by the teachers." He further stated that:

"More and more Normal Schools were putting instruction in library methods on a par with other subjects by giving credits for it. No Normal School was doing its work well if it sent its students out unskilled in the use of the tools of their own trade—a course in the use of books and libraries. . . . The proper relations of school and public library certainly must be taught if any closer and more general co-operation of the two is to be brought about."

Hence, it is apparent that in the Toronto Normal School the purpose of a library course would be not only to teach the use of books, but to teach in addition the principles of their proper selection and enough of the essentials of library technique to enable the teacher to administer successfully a small school library and to understand the methods used in large libraries. The use of the accession book, the shelf-list, the catalogue, and the charging system, and a mind trained for classification, should surely be necessary parts of the equipment of any teacher who is likely to be put in charge of a school or class-room library. The library must always be recognized as an auxiliary of the greatest importance which aids all educational courses and interferes with none. For the Normal or High School student who might desire more advanced information the Ontario Summer Library School offers special facilities for this purpose.

Mr. Walter maintained that:

"In the High School the purpose should be to teach the pupils to use books efficiently in solving problems arising in individual experiences, but that the care and management of libraries could be legitimately taught only in so far as such knowledge helps the pupil to use libraries of all kinds more intelligently. . . . by sending pupils to the nearest library for all aid outside the text-book and by handing over to the nearest librarian all responsibility for teaching the use of books."

So far as Ontario is concerned, there can be no question that no High School course should be considered complete unless it cultivates friendly relations with the nearest public library and encourages the use of all libraries after the pupils have left school, by calling on them for aid while they are *still in school*. The wise school librarian makes every possible use of the public library.

Mr. Walter re-affirmed the contention of library workers everywhere, that as "education is a continuous process, started but not concluded in school, and that as education is not confined to books but books of the right kind are the best single aid to education, that the library is the only continuation school really practicable for all the people at all times and for all subjects, and like any other institution, its value increases in proportion to the intelligence shown in its use."



If, then, it is highly commendable to develop closer co-operation between two members of the so-called "educational trinity," the "church, the school and the library," the Educational Library in St. James Square may confidently be depended upon under the faithful guidance of Mr. Alley, its librarian, to further extend its educational usefulness to those students of the Normal School hungry for library knowledge, which object I dare to affirm is one of the primary reasons for its existence.

#### Educational Influence of a Library

"As our colleges still stand for the utility of the general studies even in a career looking to vocation, so our libraries may well stand for the utility of the general literature, . . . for no other agency—not even the museum, or the art gallery, or the theatre, the opera house, or the concert hall, potent as may be the influence of these—matches the book in power and availability in this service, quickening the sensibilities, refining the taste, enlarging the understanding, diversifying the experience, warming the heart and clarifying the soul."—*Herbert Putnam, Librarian of Congress, Washington.*

#### Bibliothèque Nationale

The Bibliothèque Nationale, which already possesses forty-four miles of shelves, will, within the next few months, add another five miles to its total. The big French library now contains considerably over 3,000,000 volumes, far beyond the number in other national libraries, but as an institution for students is much behind the times. There is no artificial light, and at this time of the year the huge store of knowledge is quite useless, as no books are issued except during a few hours in the middle of the day.

The New York State Library Association, through its President, Mr. W. F. Seward, of Binghamton, invited the Inspector of Public Libraries for Ontario to give an address at its annual conference held at Niagara Falls, N.Y., Sept. 23-28, 1912. The subject of the address, reproduced in part, was as follows:—

#### "LIBRARY PROGRESS IN ONTARIO"

The pleasant task allotted to me to-day is to attempt to tell you the story of library progress in Ontario. The fact that you are meeting within ear shot of the thunder of the Niagara cataract seems, from an Ontario point of view, something more than a coincidence. For within the range of an up-to-date cannon ball stands the first library organized in Ontario, that of old Niagara, the hamlet ordinarily known as Niagara-on-the-Lake, at the mouth of the river. This library was established in the year 1800. It is unlikely that more than a few of you gentlemen, and certainly none of you ladies were present on that occasion. There is another coincidence connected with this gathering that is curiously and splendidly appropriate. For a few weeks less than 100 years ago the boom from the artillery of two hostile camps drowned the roar of the cataract of this river—whereas to-day, on the eve of the anniversary of 100 years of peace between the two greatest nations on earth, instead of an interchange of shot and shell and clang of steel, we are here to exchange as proven friends those loftier and broader ideas that make for intellectual enlightenment and permanent peace. Our ammunition to-day is books, not bullets.

Let us improve the opportunity.

Instead of witnessing a combat à l'outrance between, say the President of your State Association and the President of the Ontario Library Association, on the lawn of this hotel, bestowing buffets with quarter-staffs to determine the ownership of half a continent, is it not more in keeping with the spirit of the times to see your respected State Inspector of Libraries, and his brother conspirator from



Ontario, engaged at a round table conference discussing the fundamentals of library institutes and passing the pipe of peace. The only relic of predatory instincts now noticeable by the traveller—and even this is a daily diminishing quantity—is the anxiety of the Niagara hack-man to annex the English tenderfoot.

But to be serious. We are convened this day to consider if not the most important factor in education, assuredly a branch of education equally important with the university, the college and the school,—the Public Libraries of the land and the steps that are being taken to circulate among the people the silver and the gold of the world's literature—to make good books of the highest quality easily accessible throughout the length and breadth of the land. The tale of our united endeavours goes far to settle the open question that the pen has come into its own and at least to-day is mightier than the sword.

Listen to the words of one of your own most exalted singers:

“Were half the power that fills the world with terror,  
Were half the wealth bestowed on camps and courts,  
Given to redeem the human mind from error,  
There were no need of arsenals or forts.”

I think we can all unite in congratulating ourselves that out of the vast wealth annually bestowed on the construction of armaments and palaces, we, book-lovers are doing hero work to “redeem the human mind from error” with the relatively small proportion that has been set apart for library purposes out of this colossal expenditure.

You ask me to tell the story of library progress within the provinces across the river. To have a “diamond cinch” on the situation there, I must inflict upon you some basic physical facts.

May I divide this incomplete presentment into a few main heads:

1. The problem.
2. The Library situation.
3. The causes of library development in Ontario.
4. Future possibilities.

Let us for a moment consider what is the extent and what the conditions of this remarkable province within whose boundaries the work of the Department of Education, of the Ontario Library Association, of the members of all our Public Libraries whether Free or Association, and of the members of the Library Institutes, is carried on.

The Dominion of Canada, as some of you know, is divided into nine provinces—of these Ontario, which is one of the largest, is 407,262 square miles in area. It is more than three and one-third times the size of the British Isles, and consists, it will surprise all of you to know, of a territory almost equal in extent to the combined 17 States of Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey twice over, Pennsylvania, Delaware, Maryland, the District of Columbia, the two Virginias, North Carolina, Georgia and Florida. This geographical fact is brought to your notice in order that you may better grasp the library problems which confront us in this Province to-day. Ontario includes eleven great Districts: Timiskaming, Nipissing, Sudbury, Algoma, Manitoulin, Parry Sound, Muskoka, Thunder Bay, Rainy River, Kenora, and the recently added district of Patricia, which in itself embraces an area of over 186,000 square miles. These districts comprise what is known as New Ontario. In all of these districts, with the one exception of Patricia, there are to-day public libraries

either Free or Association, a wonderful and inspiring fact, a fact which should surely give us great cause to ponder. The most remote of these libraries at present is Kenora, formerly Rat Portage, at the foot of the Lake of the Woods, 1,154 miles from Toronto,—the headquarters library camp, from a departmental point of view.

Older Ontario is divided into 40 Counties. Some of these actually measure 100 miles in one direction by 40 miles in another. Small kingdoms. These counties are divided into 544 townships. These townships contain over 800 municipalities, including 292 cities, towns and villages. The total population of the province at the last census was 2,523,274, of which 1,328,489 was urban, and 1,194,785 rural—and I may add is composed of a wisely governed and law abiding people of a variety of occupations, tastes and complex characteristics, but speaking generally, from a book-man's point of view, little dissimilar from the average types found among your own countrymen.

Within this wide territory, the most of the older part of which is of unusual fertility containing in abundance resources similar to those found in your own great republic,—excepting those indigenous to southern latitudes—after eliminating the district of Patricia whose northern littoral is washed by the tides of Hudson Bay, and whose exploitation is just being entered upon, five million dollars having been voted by the Ontario Legislature for that and similar purposes—there are over 700 Women's Institutes, 375 Agricultural Societies, 80 Horticultural Societies, 100 Farmers' Institutes and 225 Farmers' Clubs. I specially enumerate these organizations as their creation and continuance has been in a manner consequent upon the opening of 5,600 rural schools—the little red-school-houses—with their 4,418 school libraries and of the 417 public libraries, in every case shaping more or less the destinies of the generations yet to come and in many instances established in almost isolated localities.

The problem confronting the Ontario Government has been, and still is, how to best serve with the means at its disposal the scattered population of this immense and rapidly developing area with the reading facilities to which it is entitled. I estimate the adult and adolescent population of Ontario,—that is those of over fifteen years of age, at about 1,800,000 souls—the welfare of whose souls is tremendously affected, by the influence of the public libraries.\*

#### Provisions of Public Libraries Act

In the fall of 1909 when I assumed the office of Inspector the revised Public Libraries Act of 1909 came into operation, an Act under which with some trifling amendments relating to Art Schools and technical classes, is the Act under which the Public Libraries and Literary and Scientific Institutions are to-day operated and paid. While it doubtless possess features susceptible of improvement it is perhaps one of the best bits of library legislation in America. Mr. Lawrence Burpee, a past President of the Ontario Library Association well known to many of you refers to it as; "A carefully worked out piece of legislation under which and the regulations of the Department the Inspector has been vested with wide powers, powers which place within reach of the Library workers of the Province splendid opportunities of growth and co-operation. . . . This recognition of the corporate library interests of the Province is itself not the least significant evidence of the Government's sympathetic attitude."

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\* NOTE.—An "Epitome of Library History" followed this. It appears on page 683, as a separate article.



Mr. E. O. S. Scholefield, librarian of the Provincial Library, Victoria, B. C., writes that "the Library Act of Ontario is an advanced and most beneficent piece of legislation."

Time will not permit me to even epitomize its salient features. I can but give you a summary of its chief provisions.

(a) It regulates the establishment of all Public Libraries—public in the sense that they receive government aid, in cities, towns, police villages and unincorporated hamlets.

(b) It provides for the procedure through petition by the tax-payer to a municipal council for the compulsory submission of a by-law to raise money by a half-mill rate on the local assessment to maintain a Free library. If three quarters of a mill is required a majority vote in council is necessary. It provides for the composition and election of a Library Board which ranks on an equality with any other municipal council.

It further provides for the continuation of a constructive policy by not permitting an entire change of board annually, but for the retirement of one member only and the election every year of a new member to replace the retiring one. A period of three years is the term of occupancy of a seat. The chairman holds office for one year only. Three members in the first instance are nominated by the municipal council, three by the public school board, and two by the separate or Roman Catholic school board. Four members comprise a quorum. The board can appoint and dismiss its own officers. It must meet once a month, record its proceedings and have its annual receipts and expenditures audited by the municipal auditor before forwarding the same to the Inspector.

(c) The Act also provides for the organization of Association Libraries in part supported by members' fees, and for their conversion into Free libraries if qualified.

(d) It authorizes the payment of an annual legislative grant to every library organized under its provisions and which reports annually to the Department, and otherwise complies with the regulations. Payment of these annual grants is based practically upon results; chiefly upon the books purchased during the year. The maximum grant is \$260, made up as follows: namely, \$200 on books, \$50 on periodicals, newspapers, etc., and \$10 on an open Reading-room. In the case of books 50 per cent. is allowed on the amount expended upon *non-fiction*, and upon periodicals, etc., but in the case of *Fiction* no grant can be paid in excess of 45 per cent. of the amount expended upon other books. This is equivalent to about 31 per cent. of the total grant. This grant for Fiction, however, is increased by the practice of regarding—but in the allotment of the annual grant only—*Juvenile fiction* as non-Fiction. The Minister has also now under consideration a recommendation to divide the works of Fiction into two classes "standard" and "ordinary," the work of authors who may be listed in the first class (but who must not be living) to be treated as non-Fiction when apportioning the annual grants. To the regular basis of payment may be added 50 per cent. on account of expenditure on bookbinding, 50 per cent. on outlay for materials for classifying and cataloguing, and in the case of libraries whose annual income does not exceed \$500, a further amount of from \$5.00 to \$20.00 on a sliding scale. Where the Reading-room has been kept open three hours for six days, \$10.00. Where a library is struggling but making a brave fight for existence a special grant not exceeding \$26.00 can also be paid provided always that the \$260.00 maximum is not exceeded.



(e) The Act also provides for the maintenance of Travelling Libraries.

(f) For holding Schools for the training of Librarians.

(g) For holding meetings of Library Institutes.

(h) It also provides that no library may prohibit free access to its books or impose an age limit in the case of children, and no such rule can be put into effect without first obtaining the approval of the Minister.

Failure on the part of any library to keep open for two years or to furnish an annual report, entitles the Minister of Education to remove it from the active list, and take over all its books and periodicals, and to dispose of them as he may deem proper.

Every library board may make its own domestic rules, fix its own membership fees, and impose fines. In a word the control of its internal affairs, provided the Act is lived up to, rests with the board. The Department exercises no censorship over the books purchased by any library. If this was practicable it would sometimes be to the advantage of the community.

To-day we have 417 public libraries in the province. Of these 135 are Free and 282 Association.

On assuming office I found that 80 libraries containing 70,000 volumes had automatically ceased to exist during the five years ending 1909, that is prior to the passing of the present Act. The books of these are being rounded up for distribution among deserving libraries in the same localities. Formerly the books of public libraries taken off the active lists were turned over to the nearest Public School. Not so now.

The process of "weeding out" the impossible libraries is almost finished. Personally, I am persuaded that where a community finds it impossible to maintain an Association Library with a membership below the minimum of 50 members, and with a circulation at zero, it is far better to close that library until there is a revival of interest—allowing the Travelling Libraries meanwhile to meet the reading demand.

NOTE.—Here followed a statement of facts and figures respecting the various classes of libraries, urban and rural, free and association, showing books and circulation, contrasting urban with rural, etc., etc. These will be found embodied in my address given at the Ontario Library Association Easter meeting, 1912 (see page 607 and also statement on pages 660-78).

### Organization

The legal control of the Public Library system in Ontario is not as is the case in many of the States, vested in a commission, but is a branch of the Department of Education, of which it is an integral part, subject to the direction of a most sympathetic Minister and Deputy, but immediately administered by an Inspector under the provisions of the Act.

The work is conducted on fixed principles, practically permanent and so constructed as to almost ensure the continuance of a constructive and progressive policy.

While Ontario's system may possibly be open to the charge of paternalism, the common interests—the greatest good for the greatest number—appear to be fairly well served by a tactful and not too rigid application of the Act, divorced from ordinary red-tape, even if the work all emanates from a central authority. With a few amendments to the present Act suggested by experience there does not seem to remain a great deal to be desired. It has already been copied more or less

by the sister provinces of British Columbia, Alberta and Saskatchewan. Manitoba regrettably is making slower progress. In this connection a summary of the duties of the Inspector may be instructive.

He attends all Library Institute meetings with two-day sessions of which there are fourteen during the year. Delivers two addresses daily, receives verbal reports from the various library boards, and computes the expenses of the delegates. He attends the Easter meeting of the Ontario Library Association and delivers an annual talk. He inspects as many libraries as the many other demands upon his time permits, meeting the local library boards, delivering the inevitable addresses, winding up with a round table conference. Last year he travelled over 12,500 miles by land and water in the discharge of his outside duties. He attends the annual conference of delegates from Women's Institutes, delivering addresses. He prepares an annual and several interim reports averaging 150 pages of print, representing much research and investigation. He analyses and checks the annual reports of 414 libraries and 27 historical and scientific societies, and estimates the proportion of the legislative appropriation due to each library. He receives, and has to reply to a very large correspondence, etc., averaging almost fifty a day, many calling for legal interpretation of the clauses of the Act, or opinions upon every phase of library work. He revises the old catalogues of Travelling Libraries, prepares new ones, and supervises the shipment of the cases. He looks after the circulation of the copies of the "Quarterly Bulletin of Selected Books" issued by the Department, and prepares a few pages of fresh matter on current requirements. He prepares the lists for the Technical Libraries and the Study Clubs and makes all arrangements for holding the Summer Library School. Drafts new regulations, checks all expenditures on account of books for Travelling Libraries and other office disbursements. He plans and supervises the work of the official cataloguer. He keeps in constant touch and co-operation with the Executive of the Ontario Library Association in preparing programmes and other institute business, and tries to keep out of mischief.

### **Travelling Libraries**

The system of Travelling Libraries was established in 1901 when eight libraries were sent into the lumber camps. In 1912, 242 cases containing 12,000 books were loaned, an increase of 74 over 1910, representing a gain in one year of 5 points in the continental race. In 1911 Ontario led 20 of the States that had adopted the system, viz.: Alabama, Connecticut, Indiana, Maine, Maryland, Missouri, Nebraska, North Dakota, Oregon, Vermont, Virginia and Washington, and was practically on a par with Colorado and Idaho.

The State of New York, I believe, employs 17 assistants to administer its travelling library books, or one man for every 3,000 books. We in Ontario have only one assistant for over 14,000 books; this official also runs the crematory and binds and repairs the derelicts. The room where this work is carried on has been named by outsiders "The Beehive."

These libraries are sent to Women's and Farmers' Institutes, small Public Libraries, isolated communities, study clubs, lumber reading camps, and in exceptional instances to poor schools—the school libraries being looked after direct through the Superintendent of Education. We even loan to individuals desirous of obtaining special information for educational purposes. All of these libraries are sent free of charges, except the cost of transportation one way. Those sent to public libraries comprise juvenile and young people's collections, and special cases



on library construction, and administration, and on cataloguing. 'Those to Farmers' and Women's Institutes contain appropriate literature including books on Domestic Science, the home, hygiene and selected works on physiological subjects which latter have met with encouraging approval. Study clubs are also supplied upon application with 25 or more books on any given subject that they may desire. Many of these ordinary travelling libraries carry entertainment and instruction into the remote corners of the Province. The cow catcher of the locomotive may be the advance guard of colonization but it is the travelling library that is the civilizer that reconciles the pioneer to the isolation of the outposts.

### Technical Libraries

Nor are we blind to the technical needs of the artisan. Time forbids extended reference to this branch of work, but I must tell you that the effort has met with unexpected success. We supply the local artisan with vocational reading and technical instruction in respect to the actual work in which he is daily engaged and at no cost to him. Out of 26 applications from industrial centres, towns with from 5,000 to 15,000 population, 20 libraries have already been supplied.

I am now sending with each case, 50 stereoscopic views, illustrating the various processes of manufacture followed by the foundry, or workshop in which the artisan of the towns applying for technical libraries are employed. These are photographs of other well known works in which similar industrial processes are being carried on. In the last five years much more than \$1,000,000 has been paid out by the artisans of Ontario to Correspondence Schools. While not wishing to minimize the good these latter may accomplish, we are considering how best we can supplant or supplement their work and keep all, or part of this money in the workman's pocket. For this experimental purpose the sum of \$1,000 is yearly provided. Two years ago the Government sent a special committee of the Ontario Library Association accompanied by the Inspector to visit some of the important Library centres in your own and the eastern States, to ascertain to what extent you were progressing in this particular direction. While astonished at the great industrial movements carried on by many of your libraries we returned not wholly disappointed with the work, if of a more restricted nature in which we were engaged.

### Library Institutes

As I understand that later in the day I shall have the privilege of attending a conference of Institute Workers, I must content myself with stating that the attendance at these of library delegates alone has increased 91 per cent. since the first Institute was held in 1907.

In addition to the work as enumerated an annual grant of \$100 is paid to the Ontario Library Association, twice doubled in the last two years. The Department also bears the cost of printing and distributing the annual report of the Ontario Library Association, and the expense of a yearly conference of Institute Secretaries, and further upon the official representations made by the Executive of any Institute, after consultation with the Inspector, the local expenses of any local library officer incurred, in visiting any library in the district, can also be paid by the Department.

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NOTE.—My reference made to the Library Institutes of Ontario will be found on pages 624-630.



Last but not least the Minister this summer arranged for a grant of \$900.00 to help defray the expense of the delegates from certain Ontario libraries to the annual meeting of the American Library Association at Ottawa. The memory of the friendships there made, and the taste of the library pabulum absorbed are still cherished.

While this rendition of library facts as existent in Ontario must, I know, though you may be courteous enough to deny it, have wholly tired you, I appeal for forgiveness upon the grounds that I have been performing a most pleasant and may I add, a not altogether unprofitable duty.

We of Ontario do not profess to rank with you ladies and gentlemen, past masters in library experience, who have set us a pace and a very high example to emulate. With a generous legislature and a sympathetic Minister and Deputy chief, we must not, however, be content to remain mere camp followers. We are in the fighting ranks for progress and righteous reform for which surely commendable spirit, Martin Luther's excuse "I can do no otherwise" must remain our justification.

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#### CANADIANS APPOINTED ON A. L. A. COUNCIL

At a meeting of the Council of the A. L. A. the following Canadian Librarians were elected to office:

Member of Council: W. O. Carson, Librarian, London.

On Committee of Co-ordination: C. H. Gould, Librarian, McGill University, Montreal.

On Committee of Co-operation with the National Education Association: George H. Locke, Chief Librarian, Toronto.

#### Notes

"The wise librarian will allow the intelligent assistant some latitude in the enforcement of rules."—*C. N. Bolton.*

Mrs. F. L. Fowke, of Oshawa, has had printed at her own expense for circulation some of the papers read at the Lindsay Institute held at Oshawa, March 5, 1912. An example well worth following.

A Library School has one perfectly definite task to perform: to fit its students to do good work in libraries.

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Portrait Group of the Men who built the Runnymede Public Library

Top Row, from left to right—John Clouston, Assistant Librarian; H. M. Wodson (Hon. Member of Board), Leader of the conspiracy; W. McQueen. Second Row—Harry Durrant, Sec.-Librarian; W. H. Cross, Treasurer. Bottom Row—John Van Pee, Nathaniel Shunk, Chairman; S. Clouston.

TABLE D—STATEMENT

Showing District, County and Township Distribution of the Public Libraries in the province, "Free" and "Association," that reported to the Department during 1912 for the year 1911, giving total number of Libraries in each County, District and Township, respectively, alphabetically arranged. The Townships having Libraries, and the Townships having no Libraries, tabulated separately. Also giving the population of the several Districts, Counties and Townships, distinguishing between Urban and Rural, according to the assessed population in 1910—the latest returns available (not including Juvenile)—in some cases approximately only.

DISTRIBUTION OF PUBLIC LIBRARIES BY COUNTIES AND TOWNSHIPS

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Number	Counties	Population of County	Number of Libraries in Counties	Urban Population in County	Name of Library, City, Town, Village or Community	Townships				Towns or Villages without Libraries	Population of Towns and Villages	Township in which Town or Village is located	Proportion of Libraries to Population in each County	
						Townships with Library	Population of Tsp. only	Townships without Library	Population of Tsp. only				Lib.	
1	Brant .....	39,741	7	21,964	Brantford .....	Brantford .....	5,884	Onondaga .....	972	.....	.....	.....	1	5,677
					Burford .....	Burford .....	3,987	.....	.....	.....	.....	.....	.....	.....
					New Durham ..	.....	.....	.....	.....	.....	.....	.....	.....	.....
					Glen Morris ..	.....	.....	.....	.....	.....	.....	.....	.....	.....
					Paris .....	Dumfries S. ..	2,311	.....	.....	.....	.....	.....	.....	.....
					St. George .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
					Scotland .....	Oakland .....	756	.....	.....	.....	.....	.....	.....	.....
	Totals .....	39,741	7	25,831	7	4	12,938	1	972	.....	.....	.....	1	5,677
2	Bruce .....	50,294	18	549	Tara .....	Arran .....	1,984	Albermarle ..	1,103	Hepworth .....	350	Anabel .....	1	2,794
					Cargill .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
					Elmwood .....	Brant .....	3,143	Amabel .....	3,559	Tiverton .....	362	Kincardine ..	.....	.....
					Walkerton .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
					Underwood .....	Bruce .....	2,332	Eastnor .....	1,509	.....	.....	.....	.....	.....
					Mildmay .....	Carriek .....	3,959	Elderslie .....	1,844	.....	.....	.....	.....	.....
					Chesley .....	Chesley .....	1,726	.....	.....	.....	.....	.....	.....	.....
					Teeswater .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
					802 .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
					Westford .....	Culross .....	2,356	Lindsay .....	690	.....	.....	.....	.....	.....
					Riversdale .....	Greenock .....	2,396	St. Edmunds ..	363	.....	.....	.....	.....	.....
					Ripley .....	Huron .....	2,883	.....	.....	.....	.....	.....	.....	.....





## DISTRIBUTION OF PUBLIC LIBRARIES BY COUNTIES AND TOWNSHIPS—Continued

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Number	Counties	Population of County	Number of Libraries in Counties	Urban Population in County	Name of Library, City, Town, Village or Community	Townships				Towns or Villages without Libraries	Population of Towns and Villages	Township in which Town or Village is Located	Proportion of Libraries to Pop. in each County	
						Townships with Library	Population of Tsp. only	Townships without Library	Population of Tsp. only				Lib.	Pop.
6	Durham .....	24,510	4	800 2,515 4,782	Orono .....	Clarke .....	3,165	Cartwright .....	1,522	Newcastle .....	592	Clarke .....	1	6,127
					Milbrook .....	Cavan .....	2,185	Manvers .....	2,651					
					Bowmanville ..	Darlington ..	3,488							
					Port Hope .....	Hope .....	2,778							
	Totals .....	24,510	4	8,097	4	4	11,616	2	4,173	1	592		1	6,127
7	Elgin .....	43,533	8	917 2,238 468	Bayham .....	Bayham .....	3,250	Aldborough .....	3,141	Rodney .....	741	Aldborough ..	1	5,441
					Dutton .....	Dunwich .....	2,984	Dorchester S. .	1,525	Vienna .....	343	Bayham .....		
					Aylmer .....	Malahide .....	3,258			West Lorne ..	897	Aldborough ..		
					Springfield ..	Southwold .....	3,591							
					Shedden .....	Port Stanley ..								
					690	St. Thomas ..	4,618							
					14,872	Sparta .....								
					Sparta .....	Yarmouth .....								
	Totals .....	43,533	8	19,185	8	5	17,701	2	4,666	3	1,981	3	1	5,441
8	Essex .....	63,369	8	1,285 1,724 2,556 2,512 3,048 17,534	Essex .....	Colchester S. .	2,680	Anderson .....	1,843	Belle River ...	579	Rochester .....	1	7,921
					Harrow .....	Gosfield N. ....	1,911	Colchester N. .	1,861	Sandwich .....	2,106	Sandwich W. .		
					Kingsville .....	Malden .....	1,304	Gosfield S. .	2,148					
					Amherstburg ..	Maidstone .....	3,897	Maidstone .....	2,762					
					Leamington .....	Mersea .....	3,897	Rochester .....	1,977					
					Walkerville .....	Sandwich E. ....	3,175	Sandwich S. .	1,587					
					Windsor .....	Sandwich W. .	2,476	Sandwich S. .	1,587					
					Comber .....	Tilbury W. ....	1,809	Tilbury N. .	1,943					
						Tilbury W. ....		Peteel Island, se-	652					
								parate from Co.						
	Totals .....	63,369	8	28,659	8	7	17,252	8	14,773	2	2,685	2	1	7,921

9 Frontenac ....	38,699	3	18,914	Kingston .....	Kingston .....	2,427 Barrie.....	450 Portsmouth...	676 Kingston .....	1	12,899
				Sydenham .....	Loughborough..	1,707 Bedford .....	1,207 .....	.....	.....	.....
				189 Garden Island..	Wolfe Island..	1,558 Clarendon and * Miller .....	745 .....	.....	.....	.....
Totals.....	38,699	3	19,073	3	3	5,692	12	676	1	12,899
10 Glengarry ....	19,549	4		Williamstown..	Charlotten- burg .....	4,277 Lochiel .....	4,292 Alexandria....	2,260 Lochiel .....	1	4,887
				Dunvegan .....	} Kenyon .....	3,804 .....	.....	.....	.....	.....
				787 Maxville .....	Lancaster .....	3,509 .....	.....	.....	.....	.....
				620 .....			.....	.....	.....	.....
Totals.....	19,549	4	1,407	4	3	11,590	1	2,260	1	4,887
11 Grenville .....	16,809	5	928	Merrickville ..	} Augusta .....	3,136 Gower South..	726 .....	.....	.....	1 5,361
				2,924 Prescott .....	Edwardsburg ..	3,113 .....	.....	.....	.....	.....
				1,032 Cardinal .....	Oxford on Ri- deau .....	2,351 .....	.....	.....	.....	.....
				1,337 Kemptville ..	Easton's Corn's Walford .....	1,262 .....	.....	.....	.....	.....
Totals.....	16,809	5	6,221	5	4	9,862	1	726	.....	1 5,361
12 Grey .....	62,222	14	2,523	Hanover .....	} Bentinck .....	2,648 Artemesia ...	2,903 Neustadt .....	510 Normanby ....	1	4,444
				1,526 Durham .....	Clarksburg .....	3,009 Derby .....	1,845 .....	.....	.....	.....
				669 Thornbury .....	} Collingwood..	2,831 Euphrasia .....	2,590 .....	.....	.....	.....
				Holstein .....	Egremont .....	2,156 Normanby .....	3,340 .....	.....	.....	.....
				842 Markdale .....	Glenelg .....	2,380 Sarawak .....	703 .....	.....	.....	.....
				345 Chatsworth .....	Holland .....	3,150 Sullivan .....	2,372 .....	.....	.....	.....
				Kemble .....	} Keppel .....	2,705 .....	.....	.....	.....	.....
				Lake Charles .....	Osprey .....	2,554 .....	.....	.....	.....	.....
				Badjeros .....	Proton .....	2,585 .....	.....	.....	.....	.....
				740 Dundalk .....	St. Vincent ...	3,075 .....	.....	.....	.....	.....
				2,351 Meaford .....	Sydenham .....		.....	.....	.....	.....
				11,870 Owen Sound..			.....	.....	.....	.....
Totals.....	62,222	14	20,866	13	10	27,093	6	15,753	1	4,444

\* In Frontenac there are nine other townships (population in brackets) "without libraries," as follows: Hinchinbrook (1,134), Howe Island (299), Kennebec (978), Olden (969), Oso (959), Palmerston (887), Pittsburg (1,912), Portland (1,957), Storrington (1,761). These totals are included in the grand total of Population, Column 10.



## DISTRIBUTION OF PUBLIC LIBRARIES BY COUNTIES AND TOWNSHIPS—Continued

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Number	County	Population of County	Number of Libraries in Counties	Urban Population in County	Name of Library, City, Town, Village or Community	Townships				Towns or Villages without Library	Population of Towns and Villages	Township in which Village is located	Lib.	Proportion of Libraries to Population in each County
						Townships with Library	Population of Tsp. only	Townships without Library	Population of Tsp. only					
13	Haldimand....	19,971	9	804 Cayuga..... 2,928 Dunnville..... 943 Hagersville..... 850 Caledonia..... Victoria..... Cheapside..... 615 Jarvis..... Nanticoke.....	Canfield..... Cayuga..... Dunnville..... Hagersville..... Caedonia..... Victoria..... Cheapside..... Jarvis..... Nanticoke.....	} Cayuga N.. Moulton..... Oneida..... Seneca..... Walpole.....	1,454 Canborough... 1,841 Cayuga S. .... 1,290 Dunn..... 1,659 Rainham..... 3,213 Sherbrooke...	862 669 726 1,776 341	..... ..... ..... ..... ..... ..... ..... ..... .....	..... ..... ..... ..... ..... ..... ..... ..... .....	..... ..... ..... ..... ..... ..... ..... ..... .....	..... ..... ..... ..... ..... ..... ..... ..... .....	1 ..... ..... ..... ..... ..... ..... ..... .....	2,219 ..... ..... ..... ..... ..... ..... ..... .....
	Totals.....	19,971	9	6,140	9	5	9,457	5	4,374				1	2,219
14	Haliburton....	5,876	2		Haliburton.... Minden.....	Dysart..... Minden.....	1,158 Anson & Hindon 1,001 *Cardiff.....	240 572	..... .....	..... .....	..... .....	..... .....	1 .....	2,938 .....
	Totals.....	5,876	2		2	2	2,159	8	3,717				1	2,938
* In Haliburton there are six other townships (population in brackets) "without libraries," as follows: Glamorgan (488), Lutterworth (362), Monmouth (656), Sherbourne (231), Snowdon (655), Stanhope (513). These totals are included in the grand total of Population, Column 10.														
15	Halton .....	20,464	5	1,673 Acton..... 1,629 Georgetown.. 1,653 Burlington... 1,673 Milton..... 2,202 Oakville.....	..... ..... ..... ..... .....	} Esquesing.. Nelson..... Trafalgar..	3,513 Nassagaweya.. 2,622..... 3,431.....	2,068 ..... ..... ..... .....	..... ..... ..... ..... .....	..... ..... ..... ..... .....	..... ..... ..... ..... .....	..... ..... ..... ..... .....	1 ..... ..... ..... .....	4,092 ..... ..... ..... .....
	Totals.....	20,464	5	8,830	5	3	9,566	1	2,068				1	4,092

16	Hastings .....	52,932	7	1,397	Tweed .....	Hungerford ...	3,415	Bangor Wick- low .....	1,085	Bancroft.....	704	Faraday .....	1	7,561
				1,036	Madoc .....	Madoc .....	2,453	Carlo .....	673	Marmora .....	928	Marmora .....		
				846	Stirling .....	Rawdon .....	2,805	Dungannon...	680					
				3,762	Frankfort ....	Frankfort ....	4,115	Elzevir and Grimthorpe.						
					Trenton .....	Sidney .....		Faraday .....	1,248					
				10,012	Belleville.....	Thurlow .....	3,736	Huntingdon ..	1,880					
				1,998	Deseronto.....	Tyendinaga...	2,940	*Limerick ....	2,017					
	Totals.....	52,932	7	19,051	7	6	19,464	12	12,785	2	2	2	1	7,561
* In Hastings there are five townships (population in brackets) "without libraries," as follows: Marmora and Lake (1,618), Mayo (504), Monteaigle (2,130), Tudor and Cashel (816), Wollaston (695). These totals are included in the grand total of Population, Column 10.														
17	Huron .....	53,200	16	2,300	Clinton .....	Goderich.....	1,870	Ashfield .....	2,693	Bayfield .....	501	Stanley.....	1	3,325
				4,630	Goderich.....		2,848	Colborne .....	1,472					
				1,091	Brussels.....	Grey .....	3,075	Hullett .....	2,432					
				832	Hensall.....	Hay .....	3,566	Stanley .....	1,785					
				402	Gorrie .....	Howich .....	2,198	Osborne .....	1,850					
				744	Walton .....	McKillop .....	2,125							
				1,606	Blythe .....	Morris .....	3,508							
					Exeter .....	Stephen .....	2,197							
				2,142	Brucefield ...	Tuckersmith ..	1,655							
				2,385	Seaforth.....	Turnberry .....	1,575							
					Wingham.....	Dungannon....	1,723							
					St. Helen's....	Wawanosh E ..								
					Auburn .....	Wawanosh W ..								
	Totals.....	53,200	16	16,132	16	11	26,340	5	10,232	1	1	1	1	3,325
18	Kent .....	53,488	9	778	Thamesville ..	Camden .....	2,164	Dover.....	4,140	Dresden .....	1,699	Camden .....	1	5,943
				3,565	Wallaceburg ..	Chatham .....	5,525							
				1,250	Blenheim ...	Harwich .....	4,817							
				2,106	Ridgetown ...	Howard .....	2,760							
					Duart .....	Orford .....	2,698							
				10,317	Chatham .....	Raleigh .....	3,888							
					Romney .....	Romney .....	1,737							
				1,406	Tilbury .....	Tilbury E....	2,834							
				751	Bathwell .....	Zone.....	1,053							
	Totals.....	53,488	9	20,173	9	9	27,476	1	4,140	1	1	1	1	5,943





21	Leeds .....	34,097	6	Delta .....	Bastard .....	2,338	Crosby S. ....	1,415	Athens .....	720	Kitley .....	1	5,682
				831 Westport .....	Crosby N. ....	950	Elmsley S. ....	704	Newboro. ....	423	Crosby N. ....		
				9,425 Brockville .....	Elizabeth- town .....	3,432	Escott Front ..	930					
				Lyn .....	Leeds & Lans- downe .....	2,688	Kitley .....	1,610					
				3,828 Gananoque .....	Leeds & Lans- downe R. ....	1,104	Leeds & Lans- downe R. ....	2,205					
				Mallorytown ..	Yonge & Escott	10,512	Yonge Front ..	1,394					
	Totals .....	34,097	6	14,084	5	10,512	6	8,258	2	1,143	2	1	5,682
22	Lennox & Ad- dington .....	18,905	6	Camden East ..	Camden East ..	3,354	Adolphustown ..	521				1	3,150
				Napanee Mills ..			Amherst Island ..	713					
				501 Newburg .....			Denbigh, Abin'r ..	868					
				366 Bath .....			Fredericksburg ..	1,401					
				Odessa .....	Ernesttown ..	2,867	North .....						
				2,632 Napanee .....	Richmond ....	1,970	Fredericksburg South .....	950					
							Kaladar, Angle- sea .....	1,070					
							Sheffield .....	1,692					
	Totals .....	18,905	6	3,499	3	8,191	7	7,215				1	3,150
23	Lincoln .....	33,307	8	Abingdon .....	Caistor .....	1,379	Gainsborough ..	2,064	Port Dalhousie	1,116	Grantham ....	1	4,163
				955 Beamsville ...	Clinton .....	2,052	Louth .....	1,860					
				Grantham .....	Grantham ..	2,193							
				1,560 Merriton .....									
				12,652 St. Catharines.									
				1,430 Grimsby .....	Grimsby N. ....	1,506							
				Smithville .....	Grimsby S. ....	1,222							
				1,645 Niagara .....	Niagara .....	1,674							
	Totals .....	33,307	8	18,242	6	10,025	2	3,924	1	1,116	1	1	4,163

DISTRIBUTION OF PUBLIC LIBRARIES BY COUNTIES AND TOWNSHIPS—Continued

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Number	Counties	Population of County	Number of Libraries in Counties	Urban Population in County	Name of Library, City, Town, Village or Community	Townships				Towns or Villages without Library	Population of Towns and Villages	Township in which Villages is located	Lib.	Proportion of Libraries to Population in each County
						Townships with Library	Population of Tps. only	Townships without Library	Population of Tps. only					
24	Middlesex ....	93,829	16	3,116	Strathroy..... Mt. Brydges... Dorchester... Harnetsville... Glencoe..... Melbourne... Coldstream... Komoka..... London..... Ailsa Craig... Napier..... Newbury..... 228 Wardsville. Belmont..... Glanworth.... Parkhill.....	Adelaide..... Caradoc..... Dorchester.. Ekfrid..... Lobo..... London..... McGillivray.. Metcalf..... Mosa..... Westminster Williams W... 11	1,699 3,120 3,205 2,329 1,998 8,743 2,390 1,300 1,873 4,744 1,230 32,631	Biddulph..... Delaware..... Nissouri W.... Williams E....	2,015 1,314 2,510 1,285	Lucan.....	828	Biddulph.....	1	5,864
	Totals....	93,829	16	53,256	16			4	7,124	1	828	1	1	5,864
25	Norfolk.....	26,493	6	825	Delhi..... Bloomburg.... 1,131 Waterford 724 Port Rowan... 1,178 Port Dover... 3,578 Simcoe.....	Middleton.... Townsend.. Walsingham N. Woodhouse.. 6	2,306 3,430 1,773 2,067 9,576	Charlotteville. Houghton.... Walsingham S. Windham.....	2,875 1,847 1,606 3,152 9,480				1	4,415
	Totals....	26,493	6	7,446	6	4		4					1	4,415

26	Northumber- land.....	32,512	7	1,265 1,062 5,528 3,028	Brighton..... Cranahe..... Haldimand.... } Hamilton ... Gore's Landing Warkworth ... Campbellford ..	6	2,206 2,232 3,406 3,462 2,621 2,601	Alnwick ..... Monaghan S .. Murray..... ..... ..... Seymour.....	817 884 2,613 ..... ..... .....	1	4,644
	Totals....	32,512	7	10,883		6	16,528	3	4,344	1	4,644
27	Ontario.....	38,382	10	1,030 1,254 1,003 1,596 6,318 2,301	Cannington ... Sunderland ... } Pickering ... Pickering ..... Port Perry ... Beaverton .... Uxbridge ..... Brooklyn ..... Oshawa..... Whitby .....		3,213 4,721 2,981 1,192 2,299 2,644	Mara ..... Rama ..... Scott ..... ..... Seugog ..... Whitby .....	2,754 1,065 1,814 ..... 416 1,781 .....	1	3,838
	Totals....	38,382	10	13,502		6	17,050	5	7,830	1	3,838
28	Oxford.....	46,018	16	..... 2,671 1,271 9,448 4,847	Drumbo..... Plattsville.... Princeton..... Brownsville... Tillsnburg ... Kintore..... Thamesford... Burgessville .. Norwich ..... Otterville..... Woodstock ... Ingersoll..... Beachville.... 954 Tavistock 556 Embro..... Harrington....		4,034 3,597 2,419 2,166 2,105 1,864 1,104 1,832 3,282 2,458	Blandford .... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... .....	1,410 ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... .....	1	2,876
	Totals....	46,018	16	19,747		10	24,861	1	1,410	1	2,876



## DISTRIBUTION OF PUBLIC LIBRARIES BY COUNTIES AND TOWNSHIPS—Continued

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Number	Counties	Population of County	Number of Libraries in Counties	Urban Population in County	Name of Library, City, Town, Village or Community	Townships				Towns or Villages without Library	Population of Towns and Villages	Township in which Village is located	Proportion of Libraries to Population in each County	
						Townships with Library	Population of Tps. only	Townships without Library	Population of Tps. only				Lib.	Pop.
29	Peel.....	19,611	11	692	Bolton..... Mono Road..... Mono Mills..... Alton..... Belfountain .. Caledon .. Inglewood .. Brampton .. Claude .. Port Credit .. Streetsville...	{ Albion..... Caledon .. Chingua-cousy } Toronto ..	..... 2,300 3,447 3,282 5,313	..... Toronto Gore..	..... 827	.....	.....	.....	1	1,782
	Totals.....	19,611	11	4,442	11	4	14,342	1	827	.....	.....	.....	1	1,782
30	Perth .....	49,232	9	3,412	St. Mary's .....	Blanshard .....	2,242	Downie .....	2,499	.....	.....	.....	1	5,470
					Shakespeare .....	Easthope, N.....	1,964	Ellice .....	2,903	.....	.....	.....	.....	.....
				14,848	Stratford.....	Easthope, S...	1,316	Hibbert.....	2,026	.....	.....	.....	.....	.....
				2,275	Atwood.....	{ Elma.....	3,532	Wallace .....	2,361	.....	.....	.....	.....	.....
					Listowel .....	Fullarton .....	1,879	.....	.....	.....	.....	.....	.....	.....
					Monkton .....	{ Logan.....	2,673	.....	.....	.....	.....	.....	.....	.....
				1,776	Mitchell .....	Mornington ...	2,754	.....	.....	.....	.....	.....	.....	.....
				782	Milverton.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Totals.....	49,232	9	23,093	9	7	16,360	4	9,789	.....	.....	.....	1	5,470
31	Peterborough .	36,989	4	.....	Hastings .....	{ Asphodel ...	1,542	Belmont and Methuen ..	1,609	.....	.....	.....	.....	.....
				812	Norwood.....	.....	.....	Burleigh.....	614	.....	.....	.....	1	9,247
										.....	.....	.....	.....	.....



## DISTRIBUTION OF PUBLIC LIBRARIES BY COUNTIES AND TOWNSHIPS—Continued

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Number	Counties	Population of County	Number of Libraries in Counties	Urban Population in County	Name of Library, City, Town, Village or Community	Townships with Library	Population of Tps. only	Townships without Library	Population of Tps. only	Towns or Villages without Library	Population of Towns and Villages	Township in which Village is located	Lib.	Proportion of Libraries to Population in each County
36	Stormont .....	23,285	2	6,242	Cornwall .....	Cornwall .....	5,604	Finch .....	2,795	Finch .....	413	Finch .....	1	11,642
	Totals .....	23,285	2	6,242	Newington .....	Osnabrock .....	4,597	Roxborough .....	3,634	1	413	1	1	11,642
37	Simcoe .....	79,780	18		Angus .....	Essa .....	2,937	Adjala .....	2,160				1	4,432
					Elmsvale .....	Flos .....	3,037	Matchedash ..	429					
					Bradford .....	Gwillimbury W ..	2,114	Oro .....	3,322					
					Lefroy .....	Junisfil .....	3,114	Sunnidale .....	2,299					
					Coldwater .....	Medonte .....	3,837	Tossoronto .....	1,489					
					Hillsdale .....									
					7,291 Collingwood ..									
					599 Greemore .....									
					1,022 Stayner .....									
					Singhampton .....									
					5,703 Orillia .....									
					4,232 Midland .....	Orillia .....	3,220							
					1,189 Alliston .....	Tay .....	5,909							
					702 Beeton .....									
					Cookstown .....									
					494 Tottenham .....									
					3,554 Penetanguishene ..									
					6,575 Barrie .....	Tiny .....	3,508							
						Vespra .....	2,297							
	Totals .....	79,780	18	32,928		11	37,121	5	9,699				1	4,432
38	Victoria .....	28,692	13		Victoria Road .....	Bexley .....	660	Carden .....	654	Sturgeon Point	430	Fenelon .....	1	2,207
					Kirkfield .....		2,396	Dalton .....	464					
					441 Woodville .....	Eldon .....								
					549 Omeme .....	Emily .....	1,854							





DISTRIBUTION OF PUBLIC LIBRARIES BY COUNTIES AND TOWNSHIPS—Concluded

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Number	Counties	Population of County	Number of Libraries in Counties	Urban Population in County	Name of Library, City, Town, Village or Community	Townships				Population of Towns or Villages without Libraries	Population of Towns and Villages	Townships in which Town or Village is located	Proportion of Libraries to Population in each County	
						Townships with Library	Population of Towns, only	Townships Without Library	Population of Towns, only				Lib.	Pop.
41	Wellington....	53,765	16	1,110 2,221 526 14,867 600 1,630 1,850 1,205 1,465 784	Arthur ..... Mt. Forest .... Rockwood..... Speedside..... Erin..... Belwood..... Guelph..... 600 Clifford..... Harriston ..... Palmerston ... Elora ..... Ennottville..... Fergus..... Alma..... Drayton..... Morriston'.....	} Arthur ..... } Eramosa ... Erin..... Garafraxa .. Guelph..... } Minto..... } Nichol..... Peel ..... } Puslinch... Morriston'.....	2,425 2,358 3,011 1,815 2,225 2,574 1,528 3,327 2,609	Luther W..... Maryborough.. Pilkington .... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... .....	1,849 2,637 1,149 ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... .....	..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... .....	1 ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... .....	3,360 ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... .....		
	Totals....	53,756	16	26,258	16	9	21,872	3	5,635	.....	.....	.....	1	3,360
42	Wentworth....	99,510	6	73,542 730 3,953	Hamilton .... Lynden ..... Waterdown... Dundas ..... Millgrove .... Saltfleet.....	Barton..... Beverly..... Flamboro, E.. } Flamboro, W Saltfleet.....	3,644 3,200 2,335 2,566 3,176 14,921	Ancaster..... Binbrook..... Glanford..... ..... ..... .....	3,830 1,126 1,408 ..... ..... .....	..... ..... ..... ..... ..... .....	..... ..... ..... ..... ..... .....	..... ..... ..... ..... ..... .....	1 ..... ..... ..... ..... ..... ..... ..... ..... ..... .....	16,585 ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... .....
	Totals....	99,510	6	78,225	6	5	14,921	3	6,364	.....	.....	.....	1	16,585

43 York .....	400,604	20	Islington .....	Etobicoke .....	5,466	Gwillimbury ..	1,499	Holland Land'g	370	Gwillimbury, E.	1	20,030
			626 Sutton, West..	Georgina .....	1,491	.....	.....	.....	.....	.....	.....	.....
			Mount Albert..	Gwillimbury..	3,251	.....	.....	.....	.....	.....	.....	.....
			Queensville ..	E. ....	4,636	.....	.....	.....	.....	.....	.....	.....
			1,683 Aurora .....	King.....	5,054	.....	.....	.....	.....	.....	.....	.....
			981 Markham ....	Markham....	3,426	.....	.....	.....	.....	.....	.....	.....
			Unionville .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
			Highland Creek	Scarboro....	.....	.....	.....	.....	.....	.....	.....	.....
			Scarboro.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
			Maple .....	Vaughan....	3,957	.....	.....	.....	.....	.....	.....	.....
			602 Richmond Hill	.....	.....	.....	.....	.....	.....	.....	.....	.....
			564 Woodbridge ...	.....	.....	.....	.....	.....	.....	.....	.....	.....
			3,200 Newmarket ...	Whitchurch..	3,066	.....	.....	.....	.....	.....	.....	.....
			998 Stouffville .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
			Bracondale .....	Don .....	.....	.....	.....	.....	.....	.....	.....	.....
			4,471 North Toronto.	York .....	1,156	.....	.....	.....	.....	.....	.....	.....
			Runnymede .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
			341,991 Toronto.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
			1,627 Weston .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Totals.....	400,604	20	356,833	9	31,503	1	1,499	1	370	370	1	20,030

**Note.**—There were in 1912 ten libraries under the control of the Toronto Public Library Board, the Reference Library on College and St. George Streets being the central library. The following are the nine branches: (1) Church Street, (2) Deer Park, (3) Dovercourt, (4) Municipal Reference (City Hall), (5) Queen and Lisgar, (6) Riverdale, (7) Western, (8) Wychwood, (9) Yorkville. With an approximate city population of 430,000 in 1912, this means one library for every 43,000 persons.

DISTRIBUTION OF PUBLIC LIBRARIES BY DISTRICTS

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Number	Districts	Population of District	Number of Libraries in Districts	Urban Population in County	Name of Library, City, Town, Village or Community	Townships				Towns or Villages without Library	Population of Towns and Villages	Township in which Town or Village is located	Proportion of Libraries to Population in each County	
						Townships with Library	Population of Tsp. only	Townships without Library	Population of Tsp. only				Lib.	Pop.
1	Algoma.....	23,549	3	726	Bruce Mines .. Marksville....	Plummer .....	200	Day and Bright	211	Blind River...	2,080	Cobden .....	1	7,849
						St. Joseph.....	1,036	Hilton .....	400	Steelon .....	3,178	Korah .....		
				9,045	Sault Ste Marie	Tarentorius ..	504	*Jocelyn .....	401	Thessalon ....	1,850	Thessalon ....		
	Totals.....	23,549	3	9,771	3	3	1,740	11	5,341	3	7,108	3	1	7,849

\* In Algoma there are eight other townships (population in brackets) without libraries, as follows: Johnson (1,043), Korah (718), Laird (495), McDonald (700), Prince (177), Tarbutt (411), Thessalon (575), Thompson (210). These totals are included in the grand total of Population, Column 10.



## DISTRIBUTION OF PUBLIC LIBRARIES BY DISTRICTS

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Number	District	Population of District	Number of Libraries in District	Urban Population in County	Name of Library, City, Town, Village or Community	Townships with Library	Population of Tsp. only	Townships without Library	Population of Tsp. only	Towns or Villages without Library	Population of Towns and Villages	Township in which Town or Village is located	Proportion of Libraries to Population in each County	Lib. Pop.
2	Kenora .....	7,864	2	682	Dryden .....	Ignace .....	237	Jaffray and Melich. ....	168	Keewatin .....	1,256	Machin .....	1	3,932
	Totals .....	7,864	2	5,246	Kenora .....	Machin .....	198	Van Horne. ....	77	.....	.....	.....	.....	.....
				5,928	2	2	435	2	245	1	1,256	1	1	3,932
3	Manitoulin ....	6,760	3	.....	Cockburn Island	Cockburn Island	314	Assignack. ....	929	.....	.....	.....	1	2,253
				640	Gore Bay .....	Gordon .....	720	Billings .....	409	.....	.....	.....	.....	.....
				1,039	Little Current.	Howland. ....	949	*Burpee .....	317	.....	.....	.....	.....	.....
	Totals .....	6,760	3	1,679	3	3	1,983	6	3,098	.....	.....	.....	1	2,253
* In Manitoulin there are three other townships (population in brackets) "without libraries," as follows: Carnarvon (738), Sandfield (247), Tehkumnah (458). These totals are included in the grand total of Population, Column 10.														
4	Muskoka .....	18,752	5	2,307	Huntsville ....	Chaffey .....	925	Brunell. ....	676	.....	.....	.....	1	3,750
				2,976	Baysville .....	McLean .....	766	Cardwell .....	350	.....	.....	.....	.....	.....
				300	Port Carling ..	Macaulay .....	668	Draper .....	880	.....	.....	.....	.....	.....
				2,080	Gravenhurst ..	Medora & Wood	1,031	Monck .....	1,086	.....	.....	.....	.....	.....
				.....	.....	Muskoka .....	638	*Morrison. ....	856	.....	.....	.....	.....	.....
	Totals .....	18,752	5	7,663	5	5	4,028	10	7,061	.....	.....	.....	1	3,750
* In Muskoka there are five other townships (population in brackets) "with out libraries," as follows: Oakley (296), Ryde (466), Stevenson (1,003), Stisted (624), Watt (324). These totals are included in the grand total of Population, Column 10.														
5	Nipissing .....	43,531	5	3,818	Haileybury ....	Bucke .....	1,205	Bonfield .....	1,155	Bonfield .....	437	Unsurveyed. ....	1	8,670
				2,646	New Liskeard.	Dymond .....	719	Caldwell. ....	1,391	Cache Bay .....	982	Springer. ....	.....	.....
				.....	Hillview .....	Hudson .....	205	Calvin. ....	441	Cobalt. ....	4,562	Coleman .....	.....	.....

[illegible]

TABLE E—STATEMENT

Being a recapitulation of the preceding table, showing the proportion of Public Libraries to population in the under-mentioned Counties and Districts in the Province of Ontario for the year 1911. The population is that given by the assessors—exclusive of juveniles—and must not be accepted as strictly accurate, but sufficiently correct upon which to base further practical calculations.

1 Brant Co ....	One Lib. to every	5,677 of pop.	29 Peel Co.....	One Lib. to every	1,782 of pop.
2 Bruce Co ....	" "	2,794 "	30 Perth Co ....	" "	5,470 "
3 Carleton Co..	" "	16,308 "	31 Peterborough		
4 Dufferin Co..	" "	2,889 "	Co.....	" "	9,247 "
5 Dundas Co....	" "	2,833 "	32 Prescott Co..	" "	25,719 "
6 Durham Co....	" "	6,127 "	33 Prince Ed-		
7 Elgin Co.....	" "	5,441 "	ward Co....	" "	16,221 "
8 Essex Co.....	" "	7,921 "	34 Renfrew Co..	" "	8,064 "
9 Frontenac Co.	" "	12,899 "	35 Russell Co..	" "	18,848 "
10 Glengrry Co..	" "	4,887 "	36 Stormont Co.	" "	11,642 "
11 Grenville Co.	" "	5,361 "	37 Simcoe Co....	" "	4,432 "
12 Grey Co.....	" "	4,444 "	38 Victoria Co..	" "	2,207 "
13 HaldimandCo.	" "	2,219 "	39 Waterloo Co.	" "	5,505 "
14 Haliburton Co.	" "	2,938 "	40 Welland Co..	" "	4,265 "
15 Halton Co....	" "	4,092 "	41 WellingtonCo.	" "	3,360 "
16 Hastings Co..	" "	7,561 "	42 WentworthCo	" "	16,585 "
17 Huron Co....	" "	3,325 "	43 York Co.....	" "	20,030 "
18 Kent Co.....	" "	5,943 "	44 Algoma Dist..	" "	7,849 "
19 Lambton Co..	" "	3,223 "	45 Kenora Dist..	" "	3,932 "
20 Lanark Co....	" "	3,633 "	46 Manitoulin		
21 Leeds Co.....	" "	5,682 "	Dist.....	" "	2,253 "
22 Lennox and			47 Muskoka Dist.	" "	3,750 "
Adding'nCo.	" "	3,150 "	48 NipissingDist.	" "	8,670 "
23 Lincoln Co..	" "	4,163 "	49 Parry Sound		
24 Middlesex Co.	" "	5,864 "	Dist.....	" "	3,528 "
25 Norfolk Co....	" "	4,415 "	50 Rainy River		
26 Northumber-			Dist.....	" "	3,647 "
land. ....	" "	4,644 "	51 Sudbury Dist.	" "	8,757 "
27 Ontario Co...	" "	3,838 "	52 Thunder Bay		
28 Oxford Co ...	" "	2,876 "	Dist.....	" "	17,958 "

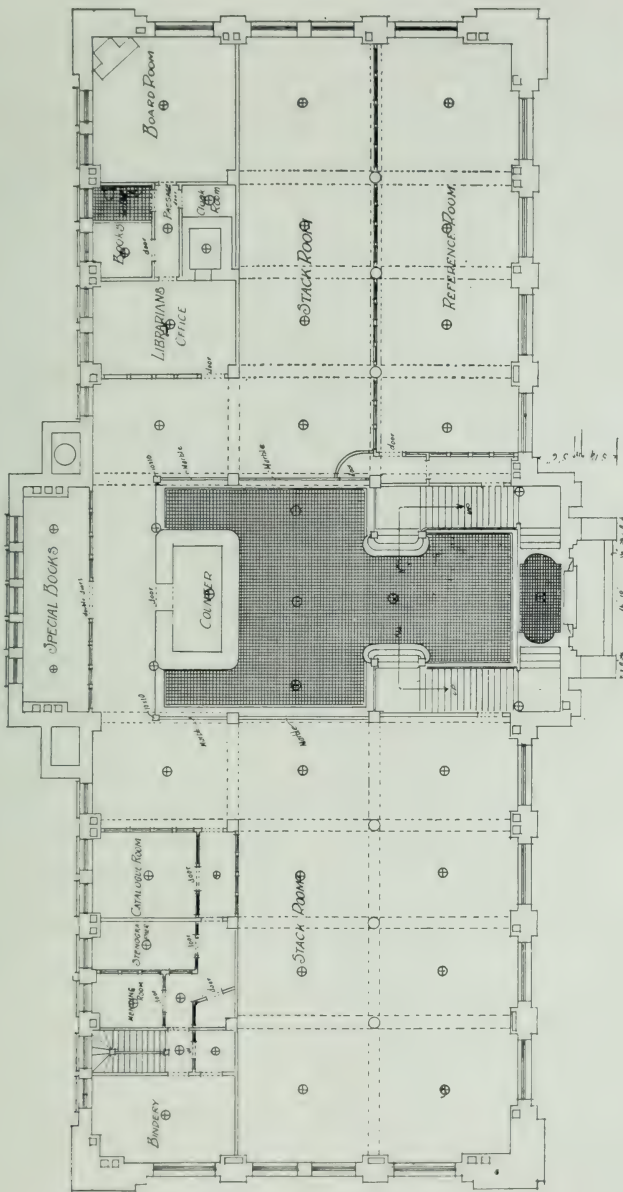
TABLE F—SUMMARY

Showing the number of Counties and Districts that have the same number of LIBRARIES for the same approximate populations. For example (1) one county has ELEVEN libraries in eleven places, serving an approximate population EACH of 1,800. (2) Three counties have twenty-six libraries in twenty-six places, serving an approximate population EACH of 2,300, and so on.

Number of Counties	Number of Libraries	Approximate Population	Number of Counties	Number of Libraries	Approximate Population	Number of Counties	Number of Libraries	Approximate Population
1	11	1,800	2	11	5,000	4	17	10,000
3	26	2,300	4	22	5,500	1	2	12,000
4	46	2,900	4	38	6,000	3	37	15,000
5	55	3,400	1	15	6,500	2	2	17,000
6	33	3,900	1	7	7,500	2	9	19,000
6	59	4,500	2	11	8,000	1	1	26,000



THE HAMILTON PUBLIC LIBRARY



FIRST FLOOR PLAN

TABLE G—STATEMENT

Showing proportion of Urban and Rural Libraries in the Province and books in same in proportion to population—and in the case of the Urban Libraries their distribution in cities, towns and villages respectively—with a general comparison in respect to number and circulation of books between Urban and Rural Libraries. Also showing the classification of all libraries according to (1) population (2) number of books and (3) circulation.

Libraries—Urban

In the Cities, Towns and Villages of Ontario

(Computed from the Annual Reports of the Free and Association Libraries for 1911 and other data.)

URBAN LIBRARIES total 213, being 60% of all Public Libraries.

\*These 213 libraries own 1,129,717 books, or 84% of all the books in all Public Libraries, Urban and Rural, Free and Association.

The joint population of these 213 cities, towns and villages is 1,211,786, or 93% of the combined Urban and Rural "Library" population.

There is *one* Urban Library for every 5,689 of the urban population.

For every 1,000 of the urban population there are 933 books, being a fraction less than *one* book for every person.

The total circulation of the 1,129,717 books in the Urban Libraries is 3,160,908, each book circulating nearly three times, or a circulation of 2½ per capita.

\*NOTE.—These books in Urban Libraries are distributed as follows:

	No. Books
18 Cities with population of 15,000 and over .....	424,506
97 Towns " " 2,000 up to 15,000.....	433,905
98 Villages " " 750 up to 2,000.....	271,306
213 Total Urban .....	1,129,717

Libraries—Rural

RURAL LIBRARIES total 142, with an approximate library population of 94,979.

The "Rural" Libraries represent 40% of all Public Libraries.

The population dependent on the Rural Libraries is 7% of the total of the Urban and Rural Library population combined.

These 142 Rural Libraries own 214,914 books, representing 16% of all the books in all Public Libraries, Rural and Urban, Free and Association.

There is *one* Rural Library for every 6,677 of the Rural "Library" population.

For every 1,000 of the Rural population there are 2,267 books, or 2¼ books for every person.

The total circulation of the 214,914 books in the Rural Libraries is 214,378, each book circulating once, or as regards population 2¼ per capita.

Public Libraries Classed according to Population

Less than 1,000 population .....	176 Libraries.
Over 1,000, less than 5,000 population .....	141 "
" 5,000, " 10,000 " .....	17 "
" 10,000, " 15,000 " .....	11 "
" 15,000, " 20,000 " .....	4 "
" 20,000 population .....	6 "
	355 "

Libraries Classed according to Number of Books

Less than 1,000 vols. ....	52 Libraries.
From 1,000 to 2,500 vols. ....	139 "
" 2,500 " 5,000 " .....	104 "
" 5,000 " 10,000 " .....	48 "
Over 10,000 vols .....	12 "
	355 "

Libraries Classed according to Circulation

Less than 1,000 .....	64	Libraries.
From 1,000 to 2,500 .....	98	"
" 2,500 " 5,000 .....	80	"
" 5,000 " 10,000 .....	52	"
" 10,000 " 25,000 .....	44	"
Over 25,000 .....	17	"
	355	"

NOTE.—To take rank as a city there must be a population—though the law is not cast iron—of not less than 15,000; as a town 2,000 up to 15,000, and as a village 750 up to 2,000. While this is the rule, it has not been followed in every case. Following this rule, however, for Library purposes, there are 18 cities, 97 towns, and 98 villages in the Province, which contain in their several libraries 424,506, and 433,905, and 271,306 books respectively.

By "Library" population is meant not the total rural population, but the approximate assessed population, exclusive of juveniles, capable of being—if not actually—served by all the Rural Libraries.

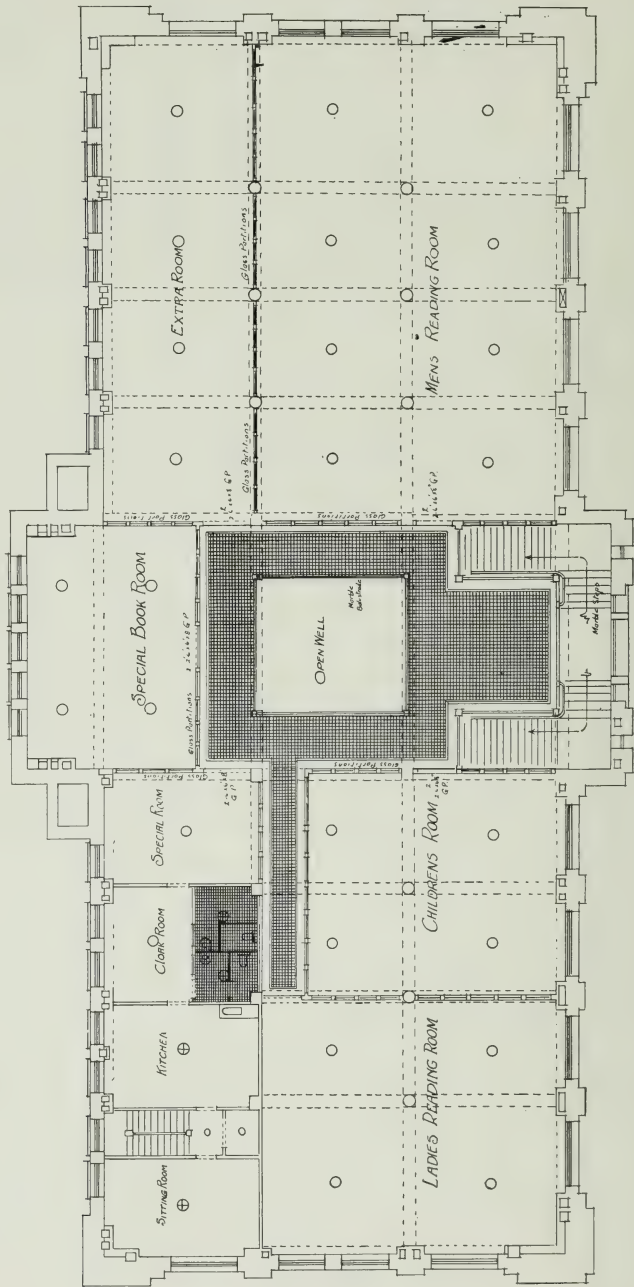
List of Counties in Ontario whose Councils do or do not provide for a fixed Grant to every Library in the County, yearly

Counties that give Annual Grants	Counties that do not give Annual Grants
Bruce ..... \$30	Brant,
Essex ..... 50	Carleton.
Haliburton..... 25	Dufferin.
Huron ..... 30	Elgin.
Kent ..... 25	Frontenac.
Lambton..... 10	Grey.
Lincoln, \$1 for every \$3 paid by School	Haldimand.
Section ..... ..	Halton.
Middlesex ..... 25	Hastings.
Oxford ..... 50	Kenora.
Ontario..... 25	Leeds and Grenville.
Simcoe ..... 10	Lennox and Addington.
Victoria ..... 25	Lanark.
	Northumberland and Durham.
	Norfolk.
	Peel.
	Perth.
	Peterborough.
	Prescott and Russell.
	Prince Edward.
	Renfrew.
	Stormont, Dundas and Glengarry.
	Waterloo.
	Wentworth.
	Welland.
	* York.

\* York has now under consideration the payment of a fixed annual grant to every library in the county.



THE HAMILTON PUBLIC LIBRARY



MAY 2nd 1912

SECOND FLOOR PLAN

## AN EPITOME OF LIBRARY HISTORY

While the creation of the Public Library in Ontario obviously does not date from 1485 when Whittington founded a library in London, nor from 1638 when John Harvard in America willed all his 300 books for public use, or even to 1653 when Capt. Keane bequeathed his books for a public library in Boston, nor even to 1701 when Dr. Sharpe left his books for the purpose of founding a public library in New York,—we can with some complacency institute comparison with the advance of the library movement in the United States in the following century. Though the American Philosophical Society in Philadelphia with which Franklin was so closely associated received its first books in 1732, which, to quote the exact words of a very frank by-law “any civil gentleman was allowed to peruse,” it was not until 1833 that a general tax was levied upon the banks in Peterboro, New Haven for the “purchasing of books for a town library to be free to the people.” This was the forerunner of the great educational agitation in Massachusetts under Horace Mann in 1837-1849, and which I understand brought about the first practical public library movement instituted in the United States.

During these years the library movement was not marking time in Britain. In 1699 James Kirkwood of Scotland, evolved a scheme for the support of public libraries by taxation. In 1706, 58 local libraries were established. A local public library was opened in Falkeith in 1792 and by 1840 subscription libraries were common in Scotland. In 1850 Edward Edwards and others piloted a bill which is the Magna Charta of Public Libraries in Britain. It was supported by the House of Lords, but opposed by the Commons. The first library opened under this Act was that of Manchester, September 2nd, 1852, with 20,000 volumes. Present upon that occasion were Bulwer Lytton, W. M. Thackeray, John Bright and Charles Dickens. Dickens said, “this is a great free school, inviting the humblest workman to be a student, knowing neither sect, party or distinction, only the public want and good.”

“If books do soothe, cheer and console,” said Thackeray, “if they do make sorrow bearable to us, or teach us to endure it, if they do create in us harmless tears or happy laughter, if they do bring forth in us peace and good will, surely we will not grudge these inestimable blessings to the poorest of our friends.”

To-day there are some 700 libraries in Great Britain and Ireland.

Meanwhile in Canada on the 8th of June, 1800, the first library was organized in Ontario by 41 local men called the “proprietors.” Let me read from their announcement:

“Sensible how much we are at a loss in this new and remote country for every kind of useful knowledge, and convinced that nothing would be of more use to diffuse knowledge amongst us and our offspring than a library, supported by subscription, in this town, we whose names are hereunto subscribed, hereby associate ourselves together for that purpose, and promise to pay annually a sum not exceeding four dollars, to be laid out on books, as agreed upon by a majority of votes at a yearly meeting to be held by us at this town on the 15th of August, annually, when everything respecting the library will be regulated by the majority of votes.”

This library continued until at least 1832. In 1848, however, a Mechanics' Institute was organized, which is in operation to-day as the Niagara Public Library.

No library legislation, however, was introduced until 1835 when Parliament passed an Act to aid the “Mechanics' Institutes” which in response to agitation were then first established. Special grants were subsequently given of from \$400

to \$800 to Toronto, Kingston, Brantford, Hamilton, Dundas and London, and to Niagara in 1848. In 1851 the Act was amended providing for the management of "Library Associations." Grants of \$200 were paid to ten Institutes. Six years later similar grants were paid to 58 Institutes and a Board of Arts and Manufactures incorporated. Only those Institutes were entitled to representation who had subscribed one tenth of their annual grant in support of the Board. In 1858, 143 Institutes and Associations in all Canada received aid. Forty-nine of these not reporting, payments of grants, possibly as a punishment, were withheld for ten years. In 1865 only \$2,000 was voted for the purpose. In 1868 the superintendence of all Institutes and Associations with the books of the library of the Board,—the latter being abolished,—was placed under the control of the Department of Agriculture.

The new Act authorized an annual grant of one dollar for every dollar obtained by a library from local sources, the maximum being \$200.00. In 1869 the amended Act recognized for the first time "General Literature" in addition to technical books. In 1871 the maximum grant was increased from \$200 to \$400, two dollars being given for every one dollar received from local sources, and instruction "relating to the every day pursuit of the working population" was added. In 1872 this aid was restricted to Mechanics' Institutes in cities, towns and villages. In 1875 the wisdom of the authorities presumably expanding in sympathy with the development of the country, agreed to include "works on history, travel, poetry, biography, and philosophy" as eligible to share in the grant, limiting the expenditure on a reading-room to one quarter of the grant. In 1879 forty-nine delegates urged and succeeded in allowing 20 per cent. of the annual grant to be allotted for the purchase of books of Fiction. To these "forty-niners" belongs the credit of securing the first legal recognition of Fiction in the libraries of Ontario. It should be noted that when Confederation of the Province was accomplished in 1867, and the Dominion of Canada was created, Upper Canada or the then "Canada West," became Ontario.

It was not until 1880, however, that the control of the libraries passed from the Department of Agriculture into the Department of Education, to which, as an important auxilliary, it naturally belonged. Libraries and library extension were thence forward officially acknowledged as living factors in the educational system of the Province.

In 1882 the Free Libraries Act was passed which provided for the transformation of "Mechanics' Institutes" into Free Libraries. The Mechanics' Institute at Toronto was the first Free library created under the Act. In 1887 further amendments of the Act allowed Mechanics' Institutes with a membership of fifty and annual subscriptions of \$25.00 to receive \$25.00 annually, but those with a membership of one hundred, and subscriptions of not less than \$50.00, were to receive \$50.00 annually. In addition to this dollar for dollar was allowed upon the purchase of books up to \$150.00, only 20 per cent. being allowed for Fiction, and also dollar for dollar on an open Reading-room up to \$50.00.

The Ontario Library Association was organized in 1900.

In 1895 all previous Acts were consolidated providing for the continuance of all Institutes and Libraries under the head of "Public Libraries." The basis of allotment of the government grant being dollar for dollar invested by the library in books up to \$200 in cities, \$150.00 in towns, and \$100.00 in all other cases. Also dollar for dollar on newspapers and magazines up to \$50.00 for each Reading-room. It also imposed upon the municipality or local corporations, or from some



other source the production of one dollar for every dollar paid by the Government. Local Boards had to duplicate the purchase of books, etc., made with Government money. Expenditures increased so rapidly that the amount of the total government appropriation was soon exceeded. A reduction followed, but still reached in many cases the maximum of \$200.00, \$150.00 and \$100.00 respectively.

In 1909 the new Public Libraries Act came into operation, and is the Act under which, with trifling amendments, all public libraries in Ontario are to-day operated.

### LIBRARY EXTENSION ON COUNTY LINES

Address given at the Niagara Institute at Beamsville

By Mr. W. H. Arison, Niagara Falls, Ont.

In assigning to me the duty of opening the discussion of the subjects "Library Extension on County Lines" and that of "Grouping of Institutes for Joint Meetings in 1913-1914" it was perhaps intended that they should be separately presented, but it seems to me that, in what I shall have to say, the two questions are so closely identified, with your permission I will take the liberty of combining them and as briefly as I can present for your consideration a few thoughts that have occurred to me in the limited time there has been at my disposal to devote to the subject.

The first thought on taking up the subject of library extension of any kind is naturally that of the great possibilities involved in reaching a greater number of people than are possible in the circumscribed limits covered by most libraries. The placing of books within convenient reach of those who are remote from the more favoured localities where graded schools, supplemented by a Carnegie Library whose shelves are well stocked with choice fiction—and a few reference books—serves to make learning and culture abound.

It is an inspiring thought, too, to feel that so far as one's personal limitations will permit, we may contribute our quota of influence in extending the benefits and advantages of the library to the greatest possible number. To understand what is involved in the extension of the library on "County Lines," I will explain as briefly as possible the plan so far developed.

The system had its origin nearly a century ago and was the outgrowth of local conditions. The population was scattered over a large area, and it was felt necessary to devise means of supplying the people with books other than by the establishment of municipal libraries. The first legislation on the matter was in the State of Indiana, but the law was so framed that counties could only appropriate a small amount (\$75.00) and the movement was not a success and was soon abandoned.

The idea appears to have been revived about a quarter of a century ago, and subsequently several of the United States enacted laws providing for a small taxation for the establishment and maintenance of county libraries.

Probably the most effective county system existing at this time is that of the State of California. Through it the State Library works to meet as far as possible the needs of all the people of the State. The system is described as very simple. Its principal features are as follows:

That portion of a county not receiving library service is made the unit for library service—the establishment of the County Free Library being entirely permissive with the Board of Supervisors, and requires published notices of intention to establish before it may be done. If a town has no library, it is included; if, on the other hand, it has one, it is automatically excluded. Two plans are provided by which a town thus left out may enter the system. By action of its Board of Trustees it may become an integral part of the system or it may contract for partial or complete service. A Board of Library Examiners has the power to issue certificates to those desiring to enter the service. The State Librarian co-operates with the county libraries and an annual report is sent in to the State from each county. The central library at the county seat owns all the books; branches or deposit stations are established in various parts of the county, through which the books reach the people.

The County Librarian must visit all parts of the county, ascertain the needs and desires of the people, establish a deposit station, select the books adapted to that particular section and thus put the system into operation. If a book desired by any person is not in the collection, nor in the main library, it is procured from the State Library, and in some instances from the National or Library of Congress.

Every school district in the county can thus have a library service that would otherwise be impossible. While it is not obligatory that established libraries shall become a part of the system, it is made the duty of the county librarian to give advice

and assistance—aid in cataloguing, in purchasing books, etc.—which ultimately it is expected will involve the interchange of books. The law provides that school libraries where maintained may become branches of the system, and may thus have a library service with access to a greater number of books. In short, the system is upon a larger scale, simply that in effect in many of our municipal libraries having branches located in various sections of the municipality—with practically the same system of taxation, only on a larger scale—with the very important advantage of providing for trained and certified librarians. It may be said to have passed the experimental stage and has been operated long enough to lead enthusiastic advocates to say that once established the people have no desire to return to or take up the old system. No doubt much yet remains to be done to perfect the working machinery. There is one danger which menaces the success of the movement, that of too much legislation, tending to make the system cumbersome and intricate. One writer says in relation to the extension in another State: "The object of the work was from the beginning educational rather than philanthropic, and all gifts of books were received subject to approval of the Committee and *not one unfit book* was included. Another writer makes the comforting statement that the books of these libraries were of real literary merit and of a certain ethical influence. In fact, they were almost without exception books of permanent value.

These conditions are most commendable and may possibly be a result of the county system of extension, which should insure a better general selection of books. The County of Washington, Minnesota, has seven libraries in circulation through the county, supplying nearly 800 people with books at a cost of less than fifty cents per capita. A comparison of the statement of per capita cost by County Extension with some of our own experiences would help to determine its value, but time will not permit. The three fundamental principles underlying library work may be summed up in the following:

1. To enlarge the mental and moral vision of the people.
2. To increase their efficiency in their various pursuits.
3. To teach them the gospel of self help.

In enlarging the mental and moral vision, widening the horizon, they shall have learned what it means to be efficient and shall have acquired the idea of self help, and the ghosts of discouragement, of fear, of blindness and ignorance shall no longer deter their advancement and success. The most dangerous of all—that of ignorance—because it is the limiting factor in human progress, shall no longer trouble or hold back the man who strives to succeed.

Enlarge the mental vision and the man soon understands that it pays to improve. If he is imbued with the conviction of his own helplessness, how can he become efficient? Efficiency is to-day the watchword of the business world; it should be the watchword in every phase of business and social life. It means self examination; it means keen criticism of methods, careful weighing of measures, the abandonment of tradition, the acquiring of the art of helping themselves, the forgetting of the ghosts enumerated. It, too, means perhaps hard, patient study, may need a spur to bring men to a proper realization of what these principles mean to them, and above all a little bolstering of courage to help them over the rough places. Provide the incentive, and herein lies the responsibility of the library in large measure, and they shall acquire the knowledge of how to help themselves. It is the men who have visions that accomplish great things.

How to provide the incentive? Much is and must be left to the initiative of the librarian, especially with the younger generation. I am reminded of a little story, the correctness of which I do not vouch, but it will serve to illustrate my point. A century ago there lived in a little canton of Switzerland a boy whose indolence and indifference to his school work filled the heart of his teacher with despair. Punishment, coaxing, the offer of reward, made no improvement in his work. One day during a study period, the boy, unlike the other pupils, was idling his time away: a dull, apathetic expression on his face, when the teacher about to reprove him saw him catch a fly. Immediately the expression of his face changed to one of intense interest as he carefully held the insect, turning it this way and that as he examined its wings, its feet, its eyes, and then allowing it to escape without injury. He sat in so apparent absorption, shall we say exaltation, that it gave the teacher an inspiration. Directing the pupils to put aside their books he said that he wanted to know what they could tell about a fly, and purposely asked a boy in the furthest corner of the room, who was unable to say much about it. The idle boy's face shone with eagerness to tell what he knew and became more excited as each failure was made, until finally when his turn came he was transformed, and amazed the teacher and school with his intimate knowledge of the subject. This served to crystallize the idea that had come to the teacher. A class in zoology was organized, and studies began with the boy Louis leading all. Soon he realized the necessity of knowledge in other lines if he was to become efficient, self-helpful, and ultimately Louis Agassiz became the foremost zoologist and scientist of his time.



With a larger, purer vision and with higher efficiency, any man will have gone far on the road to the third principle; he will have begun to learn self-help, to substitute self-help for dependence, courage for fear, hope for doubt, manliness for cowardice. All these ghosts shall be laid. Yes! it is truly an inspiration to consider the possibilities of library extension, whether it be on county lines or not.

If once we shall have exhausted the resources at our command and have "no more worlds to conquer" inside the limits of the territory covered by our libraries as now constituted, then by all means broaden the scope of our work. "Getting results is the main thing." Are we getting the results we should? is a question which every librarian, every trustee of a library should constantly have before him.

Have we utilized our assets and have we developed in only a small degree our possible efficiency? We have, I believe, as nearly perfect a system for the establishment of libraries as exists anywhere. The government is so anxious and willing to extend its helpful influence, that I believe that if the organized body of library workers throughout the province would agree that the inauguration of a county system would result in the greatest good to the greatest number of people, it would receive the most serious consideration and ere long be adopted. But, is it fair to assume that this would prove the best until we shall have realized in the fullest sense the value of assets already in hand.

### Library Institutes

We have as liberal allowance in money from the government as the conditions will permit. This is supplemented by the travelling libraries which the Inspector told us about last evening. We have a well arranged system for the appointment of trustees, and we have the most faithful, kindly, intelligent and earnest service and instruction of our revered Inspector of Libraries, who in season and out of season is ready to give advice, encouragement and help, and all this is supplemented by the organization of Librarians and representatives of Boards into the O. L. A., and last but *not* least, when we consider the possibilities it has for awakening and keeping alive the interest of the people because of its closer contact—we have the Library Institute.

True, we might have all these in a limited way under the county system, but there would be lacking in great measure that sense of responsibility on the part of those then forming these organizations, at least under the present development.

*Getting results is the main thing!* What are the results we must attain? and how shall we go about getting them? Primarily, the three fundamental principles named are the main objects to be attained. Why not apply the simple rules of business to the solution of the second problem? Just as in Alaska natives set up totem poles and worship spirits, and as in the Philippines the nipa huts are tightly closed to keep out the night-flying demons, so many of our libraries seem to belong to a sort of shut-in society, devoted largely to a cult of fears of things that are not so. A mental attitude prevails that sterilizes initiative, and this inanition has deprived them of the vision to see and deal with the ghosts we have before alluded to. We listened with great pleasure and interest to the masterly exposition of what the library owes to the community, given us last evening in Miss Dunham's admirable address, and I hope she will pardon my reference, but one thing paramount which I desire to emphasize and which attracted me was her reference to the human factor involved in the work of library. Provide the incentive to know things by appealing to the great human heart throb. It is through this all-embracing factor that we must attain to the fundamental principles enunciated, and getting results will be an accomplished fact.

*Getting results is the main thing!* Before entering into extension on county lines, let us make the fullest use of what we have. The principle of efficiency is to-day recognized as all-important in business management and is no less applicable in library work. The Sales Manager of to-day occupies the same position with reference to his business as the Library does to its customers. It is the manufacturing department's work to produce the goods, and it is then the duty of the Sales Manager to dispose of them. It is not enough that he shall have them put up in packages of convenient size, nicely labelled and tastefully arranged upon the shelves, where his customers, such as will of their own volition come to see and admire, perhaps buy a little to satisfy a reasonable curiosity as to the character and quality of the goods. Conditions have changed and the spirit of competition so awakened that he must adapt himself to those conditions, must know human nature and be able to present reasons why the customer should patronize him. "He must be built with broad sympathies, genuine intelligence and a comprehensive understanding" of human nature, of what the human factor is as affecting his failure or success in his difficult task of meeting the sharp competition, satisfying his customer and getting the results which are expected of him. He should know how to advertise, and here again the human factor is involved. Good advertising brings results, and it is regarded as of so much value that experts are employed to do it by many business concerns. A



literary critic is quoted as saying that some of the best writing being done in America to-day is done in advertisements. Not long since I heard one of these experts say, "When we send out a story to the newspapers we keep in mind these three modest objects: First, to secure mention of a product; secondly, to work in the name of the company or trader; and thirdly to make use of the name of the place. We endeavour at all times to drive home these three words and give legitimate reasons for their use."

Mr. DeWeese, of the Natural Food Co., in speaking of the function of advertising in creating new wants and new desires, asserted that the porridge habit of the Scotch Presbyterians has been developed through the medium of advertising into a universal cereal habit, and it is true conditions have materially changed through this and the greater knowledge of those conditions due to the daily newspapers, the trolley car signs, even the ugly syndicate bulletin boards which deface so many places.

*Can the library to-day expect to get results any more than the business man without advertising? The books of the library are the product that must be moved from the shelves in order to secure results.* Those results have a money value to the man or woman who shares them. Because they are done up in nice attractive and artistic bindings does not appeal to the customer if he is not advised as to their value to him. If their place on the shelf is never vacant they have no recognized value, are not doing anything toward bettering the condition of those who paid for it—helping him to attain the gospel of self-help.

Make use of the ordinary methods of advertising as a test and see if it will not be as productive of results as with the porridge habit. Let us encourage the formation of Study Clubs, then advertise, make a business of it and advertise. Some may say: Is there not enough advertising in the book notices? That does not advertise the library. Keep the library before the people, and that is an all-important point. Co-operation with the schools, co-operation with the women's institutes, with the debating society, with every possible organization that will be a factor in keeping the library before the people.

A word or two more and I shall have done. It is in relation to the force and value which the Library Institutes may be in this work. *Let us try more to have the people understand what the institute is for*, that while it is for conference and help to those of us directly engaged in library work, *it is also for the purpose of having the whole people know what is being done.* Their business is concerned. Their investment is being talked about and ways and means discussed as to how better service may be rendered, how the "stock on hand" may be moved and new stock added to the best advantage and, by thus making the meeting of the Library Institute a feature wherever it is held, bring the library more prominently before the people. Believing that we have in the present arrangement for Institutes the best possible opportunity of making it of value to the libraries, I can see no good reason for grouping several together, thereby making such a meeting more of the nature of an Ontario Library Association meeting, thereby losing that individuality which the smaller body possesses and which should enable us to come in closer contact with the people, an opportunity to advertise if you please, and I am therefore not in favour of grouping Institutes for 1913 and 1914.

#### CANADIAN FREE LIBRARY FOR THE BLIND

The Canadian Free Library for the Blind has removed from Markham to more central quarter on the corner of Medland and Annette Street in West Toronto. The old deficit has been wiped out, and at the beginning of 1912 the Treasurer, Mr. E. W. Hermon, showed a surplus on hand of \$950. Having visited the New Library I can now, without hesitation, highly commend the work that the officers of this Institute are engaged in. It is worthy of support. Lack of space alone prevents extended notice. The members of the Executive, to whom this encouraging state of things is largely due, are the President, Mr. F. W. Johnston, the Secretary, Mr. S. C. Swift, and the Treasurer. Mrs. Robinson, the Librarian, is also intitled to credit.

## READING CAMP ASSOCIATION

The Camp Association has been actively engaged in prosecuting its good work during the past year. It having made an earnest effort to conform to the requirements of the Department, upon which payment of the Government grant depended, the Minister, upon the recommendation of the Inspector, also agreed to donate twelve boxes specially made and prepared for camp instructional purposes, each containing copies of graded readers, grammars, pencils, pens, ink, blackboards, etc., and twenty books of light literature for circulation among lumber and construction camps in Ontario only. These proved most acceptable and were gratefully acknowledged by Mr. Fitzpatrick, the Superintendent.

## COUNTY SYSTEM

I am under obligation to Dr. John Seath, Superintendent of Education, for an article supplied by the United States Bureau of Education, Washington, D.C., upon this important subject.

The following partial extracts are from a State paper, entitled:

**The County Library, a Clearing-House of Books**

Every inhabitant of the United States, no matter how far from the centres of population, will have practically as good library facilities as are now enjoyed by the average city dweller, if the plans of the United States Commissioner of Education, Dr. P. P. Claxton, are carried out. As the rural population of the United States numbers about 55 per cent. of the total population, this may have the effect of doubling the effectiveness of libraries.

The basis of the new scheme of book distribution is the establishment of libraries supported, not by the state, city or town, as at present, but by the county, with a central clearing-house and branches at every post office, town hall, school, or other centre. Many sections of the country which at present have no libraries will be enabled to establish them. If a county has no community able to support a library unaided, the county-library plan will enable all the communities to club their resources by levying a county tax for library purposes.

The county-library plan is already in successful operation in Van Wert County, Ohio, where a main depository and fifteen branches are maintained at an expenditure of between \$6,000 and \$7,000 a year, this sum being raised by levying a half-mill county tax. The same appropriation covered the cost of placing 89 additional branch libraries in the public schools. Fourteen counties in Wisconsin enjoy similar facilities.

A number of Carnegie libraries are considering similar extension of their activities. Maryland has made provision for county libraries operated with State support.

The Brumback County Library (Van Wert Co., Ohio) is the central depository for the county's system of branch libraries and school libraries. Rural merchants and postmasters are generally selected to conduct the branch libraries. The books range from 100 to 150, but additional volumes are sent on request. Four times a year the branch librarian returns the books to the central depository, receiving at once another collection. Although these books are selected for the use of farming communities exclusively, there is not a single entry on practical agriculture; there is no call for this kind of reading.

A most valuable feature is the loan collections for use in schools. These will be sent to any teacher. Although this school-library department is only four years old, it has grown so rapidly that all but about 40 of the 125 country schools in Van Wert County make use of its facilities.

Usually as many books are taken as there are children in the room. These school sets are exchanged sometimes twice a month, but usually once a term.

Thus the whole world of books is brought to the very doorsteps of the remotest farmstead in its borders by a clearing-house system of libraries.

*Note.*—Mr. Denholme, of Blenheim Public Library, read an informing paper on this subject at the Chatham Institute. I regret that no copy of this was sent to me.—W. R. N.

## VIEWS AND OTHER ILLUSTRATIONS

Of the various Libraries, "Free" and "Association," that have appeared in the reports of the Inspector of Public Libraries for the years 1906, 1907, 1908, 1909, 1910 and 1911. Alphabetically arranged.

Name of Library	Free or Associat'n	Description	Year	Page
Brampton .....	Free ....	Exterior .....	1907	323-5
		Basement Plan .....		
		Main Floor Plan .....		
Brantford .....	Free ....	Exterior .....	1906	248-50
		First Floor Plan .....		
		Basement Plan .....		
Burlington .....	Associat'n	Basement Plan .....	1907	313
		First Floor Plan .....		
Brockville .....	Free ....	Exterior .....	1906	253-5
		First Floor Plan .....		
		Basement Plan .....		
Berlin .....	Free ....	Exterior .....	1906	243-6
		First Floor Plan .....		
		Basement Plan .....		
		Second Floor Plan .....		
Bracebridge .....	Free ....	Exterior .....	1907	309
		Ground Plan .....		
		Basement Plan .....		
Belleville .....	Free ....	Exterior .....	1908	164-9
		Rotunda (interior) .....		
		Basement Plan .....		
		Ground Floor Plan .....		
		First Floor Plan .....		
		Attic .....		
Chatham .....	Free ..	Exterior .....	1906	257-8
		Ground Floor Plan .....		
Collingwood .....	Free ..	Exterior .....	1906	260-2
		Ground Floor Plan .....		
		Basement Plan .....		
Cornwall .....	Free ....	Exterior .....	1906	265
Dundas .....	Associat'n	Exterior .....	1910	495
Elora .....	Free ....	Front Elevator .....	1909	408
		Basement Plan .....		410
		Ground Floor Plan .....		409
Fergus .....	Associat'n	Basement Plan .....	1910	557
		Ground Floor Plan .....		557
		Exterior .....		543
		Front Elevation .....		543
	Free .....	Exterior .....	1911	481
Fort Frances .....	Associat'n	Exterior .....	1910	510
Fort William .....	Free ....	Exterior .....	1910	480
Goderich .....	Free ....	Exterior .....	1906	227-8
		Ground Floor Plan .....		
Grafton .....	Associat'n	Exterior .....	1911	508
Galt .....	Free ....	Exterior .....	1906	266-9
		Ground Floor Plan .....		
		Basement Plan .....		
		Second Floor Plan .....		
Guelph .....	Free ....	Exterior .....	1906	271-3
		Ground Floor Plan .....		
		First Floor Plan .....		
Hamilton .....	{ Free ....	Exterior .....	1906	275
	{ Free .....	Exterior .....	1911	401
Harriston .....	Free ....	Front View .....	1909	447
Ingersoll .....	Free ....	Exterior .....	1910	413
		Basement Plan .....		412
		First Floor Plan .....		
Lindsay .....	Free ....	Exterior .....	1906	277-8
		Ground Floor Plan .....		

Front'spee



## VIEWS AND OTHER ILLUSTRATIONS

Of the various Libraries, "Free" and "Association," that have appeared in the reports of the Inspector of Public Libraries for the years 1906, 1907, 1908, 1909, 1910 and 1911. Alphabetically arranged—Continued

Name of Library	Free or Associat'n	Description	Year	Page
London .....	Free ....	Exterior .....	1906	280-3
		Ground Floor Plan.....		
		Basement Plan .....		
		Second Floor Plan .....		
		Exterior .....	1910	528
Lucknow .....	Associat'n	Exterior .....	1910	447
Napanee .....	Associat'n	Exterior .....	1908	171
Newmarket .....	Free ....	Exterior .....	1911	508
Niagara .....	Associat'n	Corner of Reading Room .....	1909	349
		(Biographical Sec.) .....	1909	
		Interior View of Library.....		414
Niagara Falls.....	{ Free ....	Exterior .....	1910	502
	{ Free ....	Interior .....	1911	558
North Bay.....	Free ....	Exterior .....	1910	495
Orangeville .....	Free ....	Basement Plan .....	1907	315-7
		First Floor Plan.....		
		Main Floor Plan .....		
Odessa .....	Associat'n	Front View, Exterior.....	1909	385
Oshawa .....	Free ....	Front View, Exterior.....	1909	329
Ottawa .....	Free ....	Exterior .....	1906	286-7
		Reading Room .....		337
		Reference Room .....		335
Ottawa .....	Free ....	Children's Room .....	1909	332
		Reference Room .....		390
		Main Stairway .....		357
		New Stack Room.....		396
		Ground Floor Plan.....		
Penetanguishene .....	Free ....	Exterior View .....	1909	352
Perth .....	Free ....	Exterior .....	1907	319-22
		Basement Plan .....		
		Ground Floor Plan.....		
		First Floor Plan .....		
Peterborough.....	{ Free ....	Exterior .....	1911	504
	{ Free ....	Interior .....	1911	534
	{ Free ....	Interior .....	1911	571
Picton .....	Free ....	Ground Floor Plan .....	1907	303-4
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Palmerston .....	Free ....	Exterior .....	1907	329
Paris .....	Free ....	Exterior .....	1906	289-90
		First Floor Plan .....		
Port Elgin.....	Associat'n	View of Library .....	1909	378
		Basement Plan .....		424
		Main Floor Plan .....		423
Ridgeway .....	Free ....	Exterior .....	1910	502
Sarnia .....	Free ....	Exterior .....	1906	292-4
		First Floor Plan .....		
		Basement Plan .....		
St. Catharines.....	Free ....	Exterior .....	1906	230-2
		Main Floor Plan .....		
		Second Floor Plan .....		
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St. Thomas .....	Free ....	Exterior .....	1906	302-4
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St. Mary's .....	Free ....	Exterior .....	1906	299 300
		Basement Plan .....		
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Sault Ste. Marie.....	Associat'n	Exterior .....	1910	480
Streetsville .....	Free ....	Exterior .....	1907	300-1
		Ground Floor Plan .....		

## VIEWS AND OTHER ILLUSTRATIONS

Of the various Libraries, "Free" and "Association," that have appeared in the reports of the Inspector of Public Libraries for the years 1906, 1907, 1908, 1909, 1910 and 1911. Alphabetically arranged—Continued

Name of Library	Free or Associat'n	Description	Year	Page
Stratford .....	Free ....	Exterior .....	1906	307-9
		Ground Floor Plan .....		
		Ground Floor Plan Scale .....		
Smith's Falls .....	Free ....	Exterior .....	1906	296-7
		First Floor Plan .....		
Toronto.....	Free ....	Exterior, Front Elevation .....	1906	234-8
		Exterior, East Elevation .....		
		Main Floor Plan .....		
		First Floor Plan .....		
Toronto, Yorkville.....		Exterior .....	1906	239-41
		Ground Floor Plan .....		
		Basement Plan .....		
Toronto.....	Free.....	Third Floor Plan .....	1908	
		Reference Library.....		
		Exterior.....	1910	446
		Reading Room .....		468
Toronto, Yorkville .....		Exterior.....	1910	488
Riverdale Branch ...		Stack Room.....	1910	468
		Exterior.....		488
Queen and Lisgar do		Exterior.....	1910	488
Western Branch....		Exterior.....	1910	488
College St. Branch.	Free ....	Interior .....	1911	481
Queen & Lisgar "	Free ....	Interior .....	1911	476
Toronto { Riverdale	Free ....	Interior .....	1911	520
Western	Free ....	Interior .....	1911	520
Yorkville	Free ....	Interior .....	1911	476
Uxbridge .....	Free ....	Exterior .....	1907	306
Wallaceburg .....	Free ....	Exterior .....	1907	326-8
do .....		Exterior.....	1910	553
Walkerville .....		Interior.....	1911	516
Wardsville .....	Associat'n	Front View.....	1909	368
		Ground Floor Plan.....		419
Windsor .....	Free ....	Exterior .....	1906	317-9
		Ground Floor Plan .....		
		First Floor Plan .....		
Old Building.....		Exterior.....	1910	476
New Building.....		Exterior.....	1910	476
Waterloo.....	Free ....	Exterior .....	1906	313-5
		First Floor Plan .....		
		Second Floor Plan .....		
Woodstock .....	Free ....	Basement Plan .....	1909	420
		Ground Floor Plan.....		421
Niagara Historical Society ..	Museum..	Exterior .....	1907	277
Travelling Library Cases ..			1910	527
" " Cases ..			1911	527
Group of Summer Library				
School Students, 1911...		Normal School, Toronto.....	1911	555

## Outside of Ontario

Regina, Saskatchewan.....	Reference Room.....	1910	510
	Exterior .....	1910	510
Regina .....	General Reading Room.....	1911	578
Winnipeg, Manitoba .....	Exterior .....	1910	553
Westmount, Montreal, Quebec .....	Exterior.....	1911	571

### ONTARIO LIBRARY ASSOCIATION

The O. L. A. is continuing its active and most admirable work, under the secretaryship of Dr. Hardy. The Easter meeting, 1912, led all previous ones in point of attendance, quality of programme, and the presence of prominent men and women directly and indirectly interested in library progress.

"The 'Proceedings of the Ontario Library Association, twelfth annual meeting, at the Public Library, Toronto, April 8-9, 1912,' form stimulating reading. Ontario is going ahead rapidly in the matter of Library development, thanks largely to the co-operation of the Department of Education and the activity of Mr. Walter R. Nursey, the Inspector of Public Libraries. The papers printed in this volume are: 'Presidential Address,' by Mr. Burpee; 'Report on the Ontario Library Summer School, 1911,' by Miss Dunham; 'Classification of some recent Books,' by Miss Poole; 'Classification of Public Documents, Pamphlets, and Miscellaneous Matter,' by Miss O'Meara; 'Fines and Charges for Overdue, Damaged and Lost Books,' by Miss Reid; 'Subject Headings for Card Catalogues,' by Miss Young; 'Expansion of Dewey Decimal System for Canada,' by Miss Barnstead; 'Our Library Situation,' by Mr. Nursey; 'The Library Militant,' by Miss L. E. Stearns; 'The Romance of early Canadian History,' by Dr. Sulte; 'The Training and Status of the Librarian,' by Mr. Carson; 'Library Extension,' by Miss Stearns; and 'The Method by which a Public Librarian Hears of Books and Orders Books,' by Mr. Locke."—*Library World*, London, Eng.

### HISTORICAL, LITERARY AND SCIENTIFIC INSTITUTIONS, ETC.

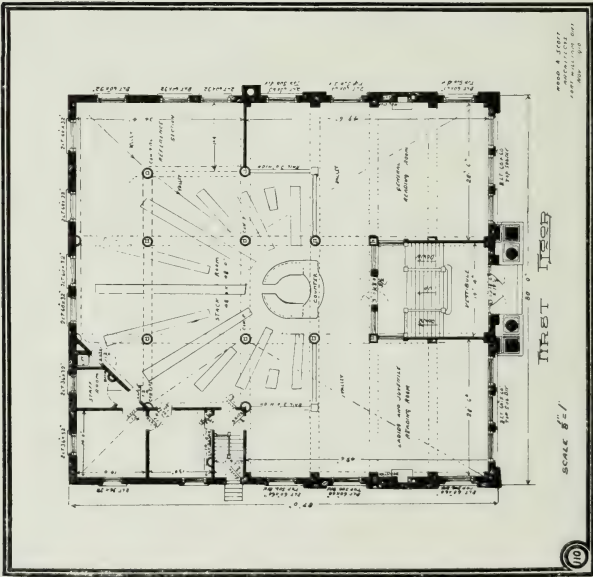
The following Historical, Literary and Scientific Institutions, etc., duly reported according to the requirements of the Act, and received the undermentioned grants during the fiscal year ended October 31st, 1912.

Name of Institution	Grant. Paid
	\$ c.
Brant Historical Society .....	100 00
Club Litteraire Canadien Francais, Ottawa.....	100 00
Elgin Historical and Scientific Association.....	100 00
Essex Historical Society .....	100 00
Huron Institute.....	100 00
Lennox and Addington Historical Society.....	100 00
Lundy's Lane Historical Society.....	200 00
London and Middlesex Historical Society.....	100 00
Niagara Historical Society.....	200 00
Ontario Historical Society.....	800 00
Simcoe County Pioneer and Historical Society.....	100 00
Wentworth Historical Society.....	100 00
Women's Canadian Historical Society of Ottawa.....	200 00
Women's Canadian Historical Society of Toronto.....	100 00
Women's Wentworth Historical Society.....	300 00
Hamilton Scientific Association.....	400 00
Canadian Institute.....	1,500 00
L'Institut Canadien Francais d'Ottawa.....	200 00
Ottawa Field Naturalists' Club .....	200 00
Royal Astronomical Society, Toronto.....	600 00
Society of Chemical Industry.....	200 00
Ontario Library Association.....	400 00
Reading Camp Association.....	700 00
Canadian Free Library for the Blind.....	500 00
St. Patrick's Literary Association of Ottawa.....	200 00
Thunder Bay Historical Society, Fort William .....	100 00

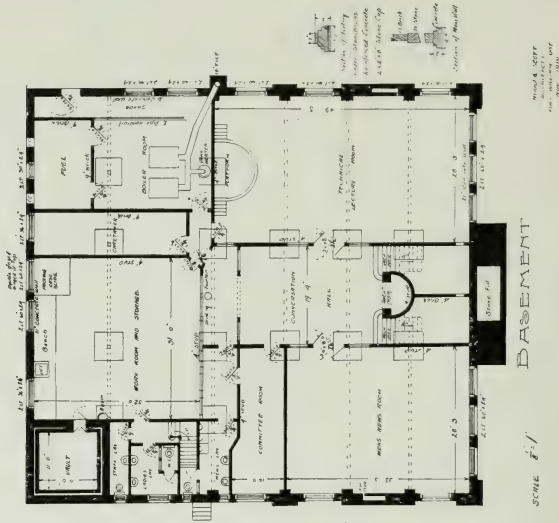
The Wellington Field Naturalists' Club did not report.

The St. Patrick's Literary Association of Ottawa having re-organized and re-established with bright prospects received its grant.



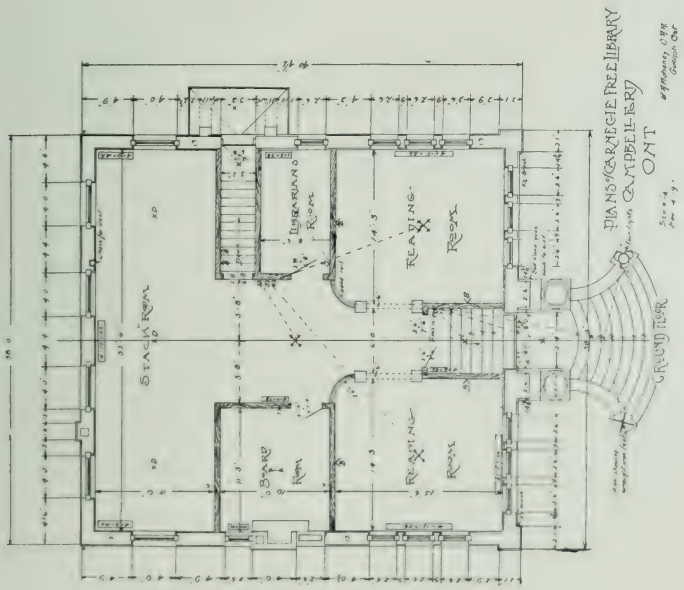


First Floor Plan

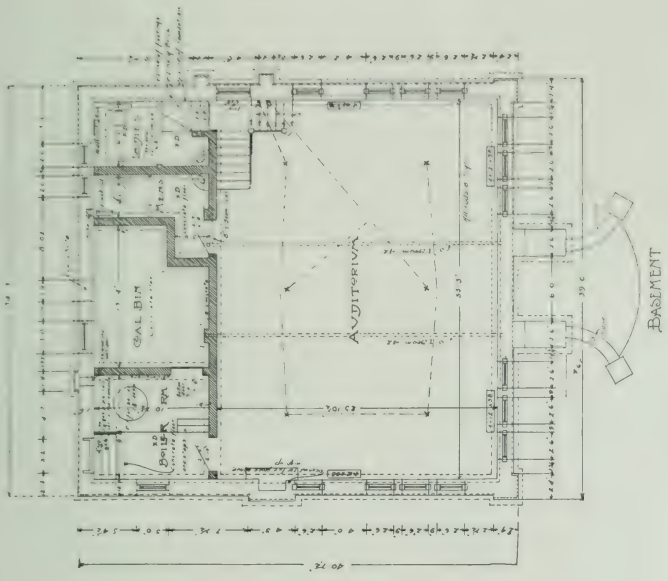


Basement Plan

Fort William Public Library



Ground Floor Plan

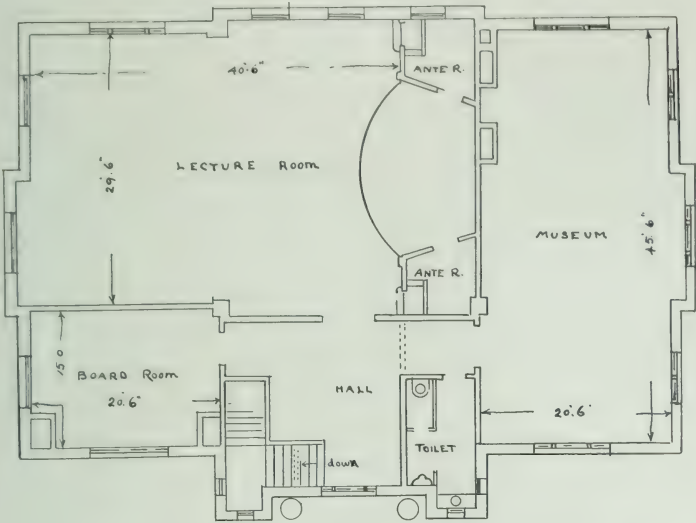


Basement Plan

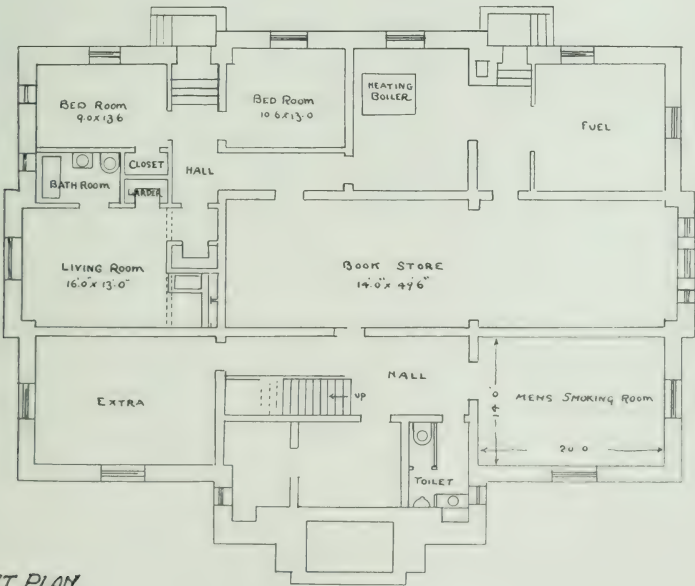
Campbellford Public Library



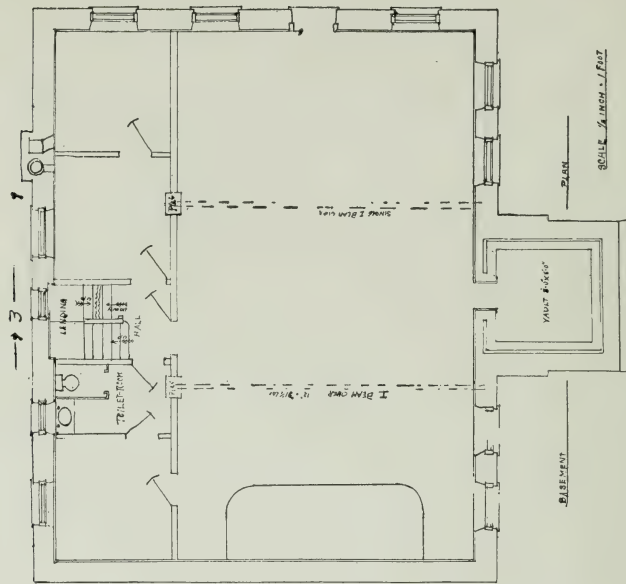




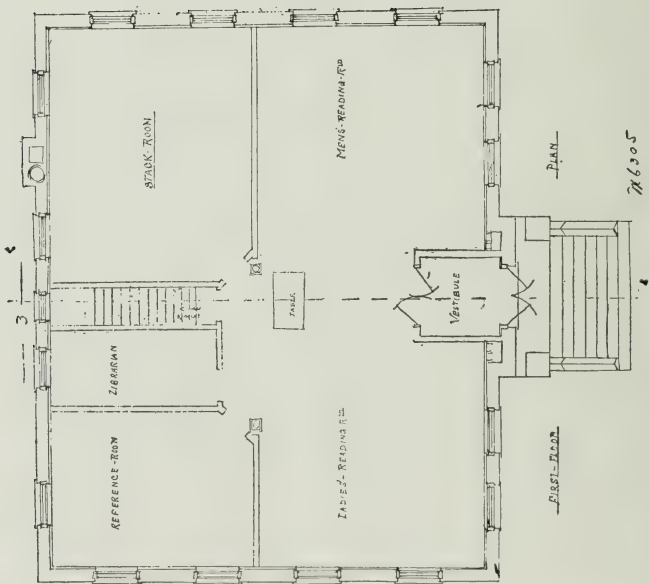
SECOND FLOOR PLAN



BASEMENT PLAN



Basement Plan

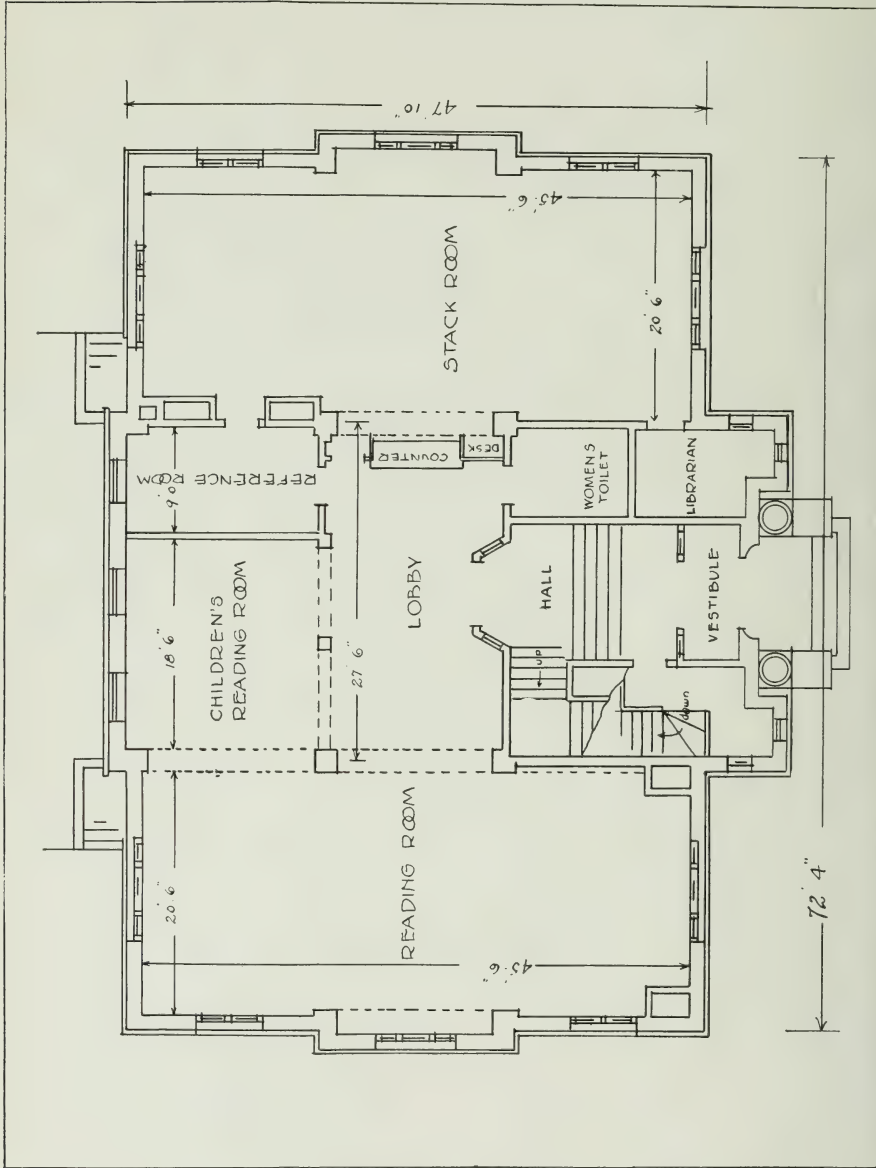


First Floor Plan

Grand Valley Public Library







Owen Sound Public Library  
First Floor Plan

## APPENDIX W

## REPORT ON AGRICULTURE IN THE SCHOOLS

To the HON. R. A. PYNE, M.D., LL.D.,

*Minister of Education for Ontario.*

SIR,—The work of promoting the teaching of Agriculture in the schools goes forward with encouraging signs of ultimate success. The teacher-training, which lies at the foundation of the work, has been continued at the Ontario Agricultural College in special spring and summer classes. Forty-nine teachers entered in the spring class and one hundred and nine received instruction in July. The attendance of increasing numbers of some of the most progressive teachers in the Province at the Summer School shows that teachers are coming forward to equip themselves for leadership in this new mission of the country schools. It is largely through their good work in their own schools that other teachers and other communities all over the Province will be induced to go forward. Up to the end of 1911 two hundred and thirty-five certificates in Elementary Agriculture and Horticulture were issued. In 1912 seventy-seven more certificates were granted to teachers.

The extension work carried out since 1909 has been continued, too, with an increased number of schools. In all over 250 schools received supplies of planting material for demonstration or experimental work in school gardening. From many of these come reports that the work undertaken has proven very acceptable to everybody concerned. To every school in the Province charts containing lessons in agriculture and circulars showing how to carry on the work have been distributed, so that wherever the people desire the work to be done, the teachers have the means of making a commencement.

Everywhere throughout the Province, at conventions of farmers' organizations, Women's Institutes, school trustees, and teachers, leaders are to be found encouraging the teaching of agriculture. The School Inspectors also are giving the matter their heartiest support, and in several counties the District Agricultural Representatives are carrying out practical schemes with the pupils in the schools. When the public at large become conscious of the desirability of the subject as an important factor in the education of children and understand, too, the feasibility of the plans proposed, hundreds of our schools may be expected to commence the work every year. The most difficult part of the problem is to get the people to want what they should want. To bring this about is more difficult than to get the schools to do the work. In order to inform the public concerning what is going on in our midst, and to point out proper plans of procedure, the publication of an *Agricultural Education Bulletin* has been commenced.

The advancement being made may be measured in part by the increase in the number of schools that through systematic instruction in agriculture in school, accompanied by gardening schemes, qualify for special grants. In 1910, 17 schools qualified and received \$750; in 1911, 33 schools qualified and received \$2,340; up to February 1st, 1913, 99 schools have qualified for work done in 1912, and will receive grants amounting to \$4,370.23. At this date, there are still a few schools to complete returns before grants are allowed. If this rate of increase could be maintained it would not take many years to have all our rural schools engaged in the work.

Respectfully submitted.

S. B. MCCREADY,

*Director, Elementary Agricultural Education.*

February 1st, 1913.













